ED 347 272 AA 001 227

Resources in Education (RIE). Volume 27, Number 12.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 92
LANGUAGE- English
EDRS Price- EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131), Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 347 273 CE 058 976

Adult Literacy & Technology Newsletter. Vol. 4. Nos. 1-4.
SPONS. AGENCY- Gannett Foundation, Arlington, VA.
PUB DATE- 90
NOTE- 90p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Computer Assisted Instruction; Computer Networks; Computer Software Evaluation; Computer Software Reviews; *Courseware; Daily Living Skills; *Educational Technology; Educational Television; English (Second Language); Illiteracy; *Literacy Education; *Mobile Educational Services; Videotape Cassettes; Videotape Recorders
IDENTIFIERS- *Workplace Literacy

These four issues comprise Volume 4 of the "Adult Literacy & Technology (AL&T) Newsletter." Issue 1 contains the following articles: "Preparing Our Children for Their Future, Not Our Past" (David Thornburg); "The Video Project" (Michael Hanish); "Images of the Future" (Terilyn Turner); "Hyperapplications: Implications for Reading and Writing" (Jay Blanchard); "Software Review: Low-Cost Literacy Software" (Martha Lane); "Word Processing and Writing. Part Two: Editing and Revising" (Jane Laidley); "Networked Learning: Staff and Student Responses to the Corvus Hard-Disk System" (Larry Brown); and "Adult Academic Program Utilizes Computer-Assisted Instruction (CAI)" (Mary Negri). Articles in Issue 2 include the following: "Instruction a la mode: Types of Learning in CAI" (Larry

ED 347 290 CE 061 469

Integration of Academic and Vocational Programs in Illinois Community Colleges. The Status of Integration Activities Funded through the Quality Assurance Program.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- Jul 91
NOTE- 21p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Education; Community Colleges; Educational Objectives; Educational Philosophy; Educational Research; Evaluation Criteria; High Schools; *Integrated Curriculum; *Program Implementation; Specifications; Statewide Planning; *Two Year Colleges; *Vocational Education
IDENTIFIERS- *Illinois; *Quality Assurance

Quality Assurance Program (QAP) integration activities were studied at eight Illinois community and junior colleges. Data collection involved telephone interviews with career deans at the colleges, 11 follow-up site observations, and attendance at a regional vocational education system directors meeting. When classroom observations occurred, evaluations were based on the amount of class time devoted to integrating academic skills into the instruction. The following information was collected for each school: the school's philosophical approach to integration, objectives developed to implement those philosophies, the school's performance criteria for their objectives, and various successes and problems that were occurring. The eight sites fell into three basic categories: those with broad and successful implementation, those with successful implementation in certain areas, and those with very limited success. General conclusions are as follows: (1) at some schools, the integration component of QAP was so thoroughly merged with Tech Prep and other local and state sponsored initiatives that it was impossible to say that one aspect of integration was totally QAP related; (2) those with the greatest problems were furthest along and working to resolve them; (3) a variety of approaches to integration existed; (4) some colleges successfully offered courses in ways other colleges had found impractical; and (5) virtually all instructors who came into contact with the concept of integration supported the idea. (YLB)

ED 347 291 CE 061 492

Bachiochi, Peter D.; Barnes-Farrell, Janet L.
Perceived Effectiveness and Reported Use of Career Strategies in a Service Organization.
PUB DATE- Apr 92
NOTE- 9p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Boston, MA, April 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Age; Career Change; *Career Planning; *Change Strategies; Employment Experience; *Hospitals; Individual Characteristics; *Organizational Effectiveness; *Service Occupations

A survey of 80 management, supervisory, and administrative level employees in a small private hospital (32 responses) in the

ED 347 309 CE 061 518

Gallo, Dennis; Welty, Kenneth

Energy Utilization Technology Curriculum Materials FY 91. Illinois Plan for Industrial Technology Education.

SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

PUB DATE- Jan 91

NOTE- 199p.; For related documents, see CE 061 514-517.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Electrical Systems; *Energy; *Energy Conservation; *Energy Education; Fuels; Geothermal Energy; Grade 9; Grade 10; High Schools; Instructional Materials; Nuclear Energy; Power Technology; *Solar Energy; Technological Advancement; Wind Energy

IDENTIFIERS- *Illinois; *Technology Education

This document contains technology-based learning activities for the Illinois energy utilization technology course at the orientation level (grades 9 and 10). This packet includes a course rationale, course mission statement, course description, course outline, suggested learning objectives for each of the energy utilization areas, and suggested learning experiences. The packet also contains developed learning activities. The content can be presented through short lectures, discussion, media, demonstrations, or hands-on activities. The course units can either follow a 9- or an 18-week format. There are five units in this course: (1) introduction to energy utilization technology; (2) energy conversion and transmission systems; (3) fossil fuels and energy conservation; (4) solar energy; and (5) using alternate energy sources. Each unit may contain suggested learning objectives and suggested learning activities. Each activity within a unit contains some or all of the following components: introduction, materials and supplies list; activity procedures, activity analysis, various kinds of drawings and other graphics, teaching aids, and student handouts. (NLA)

ED 347 310 CE 061 519

Cliffe, Roger; And Others

Illinois Manufacturing Technology Curriculum.

SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

PUB DATE- Jul 90

NOTE- 828p.

LANGUAGE- English

EDRS Price- EDRS Price - MF05/PC34 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Blueprints; Communication Skills; Employment Potential; Engineering Drawing; Facility Inventory; Flow Charts; High Schools; Interest Inventories; Job Skills; *Manufacturing; Measurement; Occupational Safety and Health; Production Techniques; *Quality Control; Teaching Guides; Technology

IDENTIFIERS- *Illinois; *Technology Education

This manufacturing technology curriculum involves students in learning problem-solving, communication, team building, quality control, safety, math, science, and technical skills. The document begins with a section on implementation, which gives background information on the purposes and development of the

ED 347 328 CE 061 556

Kerka, Sandra
Family Literacy Programs and Practices. Practice Application Brief.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Early Childhood Education; Educational Philosophy; *Educational Trends; *Family Programs; Family Relationship; Family Role; *Intergenerational Programs; *Literacy Education; *Models; Parenting Skills
IDENTIFIERS- *Family Literacy

Breaking the continuing cycle of low literacy levels transmitted from one generation to another is the philosophy behind family and intergenerational literacy programs. This Practice Brief describes some of the family literacy program models that are proving effective. It also summarizes strategies and resources that can help practitioners. The brief begins with the issue of the definitions of literacy and purposes of literacy education, pointing out that many program developers and researchers advocate respecting cultural differences and multiple meanings of literacy, and supporting educational achievement without undermining the family as a cultural resource. Effective program models are then described by type of intervention; the four models are: adults direct-children direct services; adults indirect-children indirect services; adults direct-children indirect; and adults indirect-children direct, with examples of each. Strategies for practitioners include determining audience to be served, recruiting through emphasizing the benefits to children, providing high-interest subject matter and guest speakers, and giving literacy program participants suitable recognition. (14 references) (KC)

ED 347 329 CE 061 557

The Missing Link: Workplace Education in Small Business.
PUB DATE- Jul 92
NOTE- 5p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Adult Basic Education; *Basic Skills; Cost Effectiveness; Educational Finance; Educational Needs; Employer Employee Relationship; *Industrial Education; *Inplant Programs; *Labor Force Development; *On the Job Training; Postsecondary Education; Program Costs; *Small Businesses
IDENTIFIERS- *Workplace Literacy

A study sought to determine how and why small businesses invest or do not invest in basic skills instruction for their workers. Data were gathered through a national mail and telephone survey of a random sampling of 11,000 small (50 or fewer employees) and medium-sized (51-400 employees) firms, a targeted mail survey of 4,317 manufacturers, a telephone survey of 1,535 junior college staff, and case studies of 72 small and medium-sized firms in 5 states. Key findings of the study included the

ED 347 347 CE 061 587

Riverbend Tech-Prep. Final Report.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 17 Sep 91
NOTE- 42p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Education; *Articulation (Education); Associate Degrees; *College School Cooperation; Community Colleges; Curriculum Development; Demonstration Programs; High Schools; Inservice Education; Interdisciplinary Approach; *School Business Relationship; Student Recruitment; Two Year Colleges; Vocational Education
IDENTIFIERS- *Tech Prep

Calhoun, School, and Southwestern High Schools, within the Lewis and Clark Community College (LCCC) district in Illinois, formed interdisciplinary planning teams of academic and vocational faculty, guidance counselors, and administrators during the 1990-91 school year. Building on administrative and teacher support, each site developed standards for identifying and recruiting tech prep students, developed a model program sequence, and targeted specific courses for development and revision. In conjunction with LCCC faculty and staff, over 60 secondary personnel and 20 LCCC personnel participated in inservice and industrial practicum activities. A steering committee planned and participated in activities. Five additional high schools were added to the project as planning sites for 1991-92. The project achieved three objectives: (1) recruited, assessed, advised, and monitored student participants in the Tech-Prep Associate Degree Program; (2) enlisted academic and vocational teachers in the program and curriculum development; and (3) forged alliances among high schools, community colleges, universities, and industry. (This document contains a workshop agenda and a flyer on articulation credit at LCCC. Three appendices provide a general education task force summary of 1990-1991 highlights, list of tech prep team members, and project information and press releases.) (NLA)

ED 347 348 CE 061 588

Tech Prep Model for Careers in Manufacturing. July 1, 1990-June 30, 1991. Final Report.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 30 Jun 91
NOTE- 187p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advisory Committees; *Articulation (Education); *College Programs; Community Colleges; Curriculum Development; Educational Innovation; Education Work Relationship; High Schools; Institutional Cooperation; *Manufacturing; *Program Development; School Business Relationship; Student Recruitment; *Technical Education; Two Year Colleges
IDENTIFIERS- *Rock Valley College IL; *Tech Prep

A 1-year project was conducted to develop a tech prep model to prepare high school students for enrollment in postsecondary

ED 347 366 CE 061 610

Stevens, Paul
Your Job Search Organiser. The Essential Guide for a Successful Job Search.
PUB DATE- 88
NOTE- 67p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Advertising; Career Change; *Career Planning; Employment Interviews; Employment Opportunities; Employment Qualifications; Foreign Countries; Job Applicants; *Job Search Methods; Job Skills; Networks; Resumes (Personal)
IDENTIFIERS- Australia

This publication organizes job searches in Australia by creating a paperwork system and recording essential information. It is organized into two parts: career planning and job search management. Part 1 contains the following sections: job evaluation, goal setting, job search obstacles--personal constraints and job search obstacles; and job search preparation--self-help skills, job searching tools, information/counseling needs, professional help, resumes, self-marketing analysis, and planning/scheduling the search. Part 2 covers the following topics: finance/expenses planning--budget and cash sources; networking--inventory of friends/acquaintances, finding assistance, and reemployment services; action planning--operations base checklist, task schedule, action planner, appointments, and advertisements; weekly review of advertisements answered and job search letters; interview planning--negotiating remuneration, negotiation and interview preparation, interview checklist, difficult questions, becoming comfortable, interview planner, and analysis; job offer evaluation; and scoring one's results--search review and job survival. The guide contains checklists, inventories, prompters for action, and tips on thorough job preparation. (NLA)

ED 347 367 CE 061 611

The Assessment of Prior Learning and Learner Services.
PUB DATE- 92
NOTE- 78p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Records; Adult Students; *College Credits; *College Programs; *Degree Requirements; Experiential Learning; Foreign Countries; Higher Education; *Prior Learning; *Program Development; *Student Evaluation
IDENTIFIERS- Great Britain

This guide was developed in Great Britain to help colleges develop programs for assessment of prior learning (APL) for adult students. (APL involves careers and educational guidance, access to particular courses despite possible lack of traditional certification, accreditation, formal credit toward a particular qualification, and exemption from course requirements.) The guide is organized in five sections. The first section defines APL and gives some examples of APL in

ED 347 387 CE 061 655

State of California Governor's Symposium on Older Workers.
Proceedings (Monterey, California, October 2-4, 1991).
PUB DATE- Oct 91
NOTE- 77p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Aging (Individuals); Basic Skills; *Continuing Education; Cooperative Programs; Coordination; Cultural Differences; *Educational Gerontology; Employment Potential; *Employment Services; Job Training; Marketing; Measures (Individuals); *Older Adults; Rural Areas; Social Services; Transportation; Urban Areas
IDENTIFIERS- Job Training Partnership Act 1982; Older Americans Act 1965 Title V; *Older Workers

These proceedings of an older workers symposium include the following presentations and workshop summaries: "Symposium Opening--Agency Welcome" (Dean Hewitt et al.); "Report on Job Training Initiatives of the Wilson Administration" (Thomas Nagle); "Older Worker Issues Update" (Dean Hewitt); "Summary of Report on Coordination between Title V and JTPA (Job Training Partnership Act) 3% Programs and Response from the Field" (Virginia Hamilton et al.); "Reaching out to Culturally Diverse Older Workers" (Victoria Santos); "Assessment and Basic Skills for Older Workers" (Katherine Buckovetz, Patrick Keating); "How to Increase Older Workers' Access to Jobs and Support Services" (Janice Solorzano, Jim Tremblay); "New Ideas in Transporting Older Workers: Rural and Urban" (Nathan Smith et al.); "Coordinating Older Worker Programs" (Jim Fischer et al.); "Targeting Your Services for the Current Corporate Environment" (Helen Dennis, Sally James); "Showcase on Title V 502(e) Programs Rural and Urban" (Olga Morgan, Andy Griffin); "Governor's Awards for Exemplary Service to Older Workers" (Thomas Nagle); "Marketing Techniques for Older Worker Programs" (Karen Berk); "You're Never Too Old to Stop Learning: Options in Continuing Education" (Susan Imel, Lynda Smith); and "JTPA Policy Direction, Employment Training Administration, U.S. Department of Labor" (Hugh Davies). Appendices list symposium attendees and presenters. (NLA)

ED 347 388 CE 061 657

The Student Evaluation of the Affiliates Project. Project Implementation Guide. A Guide To Assist Local Literacy Programs in Implementing a Student-to-Student Program Evaluation Process.
SPONS. AGENCY- Connecticut State Dept. of Education, Hartford.
PUB DATE- Jun 92
NOTE- 34p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Adult Students; Data Analysis; Educational Needs; Educational Research; English (Second Language); *Interviews; *Literacy Education; Program Attitudes; *Program Evaluation; Program Improvement; Questioning Techniques; Research Methodology; *Student Attitudes; *Tutoring
IDENTIFIERS- *Literacy Volunteers of America Inc

ED 347 406 CE 061 806

Imel, Susan
Local Interagency Linkage Team Follow-Up Report. Ohio At-Risk Linkage Team Project.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Educational Services.
PUB DATE- Aug 92
NOTE- 32p.; For related documents, see ED 324 514 and CE 061 660.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Agency Cooperation; *At Risk Persons; *Cooperative Planning; Employment Services; Human Services; *Linking Agents; State Programs; Team Training
IDENTIFIERS- *Ohio

The Ohio At-Risk Linkage Team Project focused on strengthening state and local linkages of programs and services offered to at-risk persons. The state linkage team provided leadership for local-level interagency linkage development. In April 1990 and October 1991, two workshops trained 29 local linkage teams. The resulting action plans specified team membership, priority needs, target audience, purpose, objectives, evaluation criteria, products, and dissemination plan. Most team objectives related to providing or enhancing client services. Follow-up progress information was collected in three ways: a June 1991 meeting; a survey of workshop attendees, which received 23 responses; and anecdotal data from state team members. The workshops had a positive effect on the local interagency teams: 28 percent rated their team progress as excellent; 33 percent as very good, 22 percent as good, and 17 percent as fair. Lack of time was the most frequent deterrent to team progress. Sixty-seven percent of the respondents felt their success was due to linkage team assistance. Recommendations were made to hold training workshops for new teams, provide follow-up activities for existing teams, and match state team members as liaisons with local teams. (Two appendices list linkage team action plan objectives and tabulate follow-up survey responses.) (NLA)

ED 347 407 CG 021 353

Human Problems in Major Disasters: A Training Curriculum for Emergency Medical Personnel.
PUB DATE- 88
NOTE- 30p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Behavior Patterns; Behavior Problems; *Emergency Medical Technicians; *Emotional Response; Intervention; *Mental Health; Mental Health Programs; Prevention
IDENTIFIERS- *Disaster Planning

This training manual on emotional responses to disaster is designed for use by mental health professionals in the training of emergency medical teams whose job is to immediately respond to both large- and small-scale disasters. It is noted that members of these teams are usually not mental health professionals, but they must deal with a range of intense emotions in addition to a range of physical problems. The goal of this manual is to present basic concepts in understanding

ED 347 426 CG 024 354

Markus, Colleen; Seal, Justine
Stress, Locus of Control, and Age in College Women.
PUB DATE- May 91
NOTE- 9p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (63rd, Chicago, IL, May 2-4, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *College Students; Females; Higher Education; *Locus of Control; *Stress Variables

Stress is the result of demand placed on the body by either positive or negative events. Locus of Control (LOC) refers to personal perception of the cause of events and reinforcement within the environment. Previous literature has indicated that low LOC scores are positively related to low stress scores. This study applied these concepts to female liberal arts college students (ages 18-23 years and 23 years and older). Students were given the Student Stress Scale and the Locus of Control Scale. The Student Stress Scale listed relevant student events, in descending order of stress, that could have occurred in a 6-month time frame. The LOC Scale consisted of 29 pairs of statements concerning the causes of success, failure, misfortune, and political events. A Pearson Correlation between Stress and LOC produced significant results indicating a relationship between Internalizers and low levels of stress. The t-test for independent groups revealed significant findings between traditional and non-traditional age students on LOC scores. This study supports Rotter's findings that individuals who received low LOC scores experienced low stress levels and that internal LOC increases from late adolescence to adulthood. A reason for the significant correlation in this research is that the stress test was designed specifically for students. (ABL)

ED 347 427 CG 024 355

Glover-Smith, Alma
Teenage Pregnancy: An Intensive and Critical Problem in Search of a Solution. Student Fact Finder Leaflet.
PUB DATE- 92
NOTE- 80p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Adolescents; Child Rearing; Contraception; *Early Parenthood; *Family Planning; *Pregnancy; Social Services

This document presents materials from a course designed to teach adolescents about teenage pregnancy and parenting. The materials are organized into nine modules, each of which contains instructions on how to use the module; a pre- and post-test on the information presented in the module; a fact finder leaflet of information; and relevant activities. The module on family planning concentrates on a variety of methods for contraception and includes a chart that explains different methods of contraception; how each works; how effective each is; how each is used; and what problems, side effects, and advantages there are to each method. The module on things adolescents should know about pregnancy lists and describes

ED 347 446 CG 024 375

Youngs, Bettie B.
Problem Solving Skills for Children.
PUB DATE- 92
NOTE- 78p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Children; *Problem Solving; *Self Esteem; *Skill Development

This guide was written for children, to help them handle problems they might encounter, learn about other children and how they have handled similar problems, and learn what to do when things go wrong or when they feel misunderstood. In the introduction, children are assured that, even when they have problems, they can be happy again. The body of the guide is organized into three major units. Unit I, focused on solving problems, encourages children to identify their problem, decide how to solve it, devise a plan, and implement the plan. Problems of two children are described within this framework and readers are given a blank framework to fill in concerning a problem of their own. Unit II explains how to rewrite a problem in order to think about it in a different, more positive way. Readers are given a problem and asked to rewrite it. Examples of rewrites are provided. Four vignettes of problems are included. For each vignette, a problem is identified, as are ways the children could change the problem situations. Unit III is designed to help children take care of themselves. Issues addressed in this unit include talking with others, self-esteem, sharing happiness, getting attention, support systems, eating properly, getting enough exercise, and relaxation. The guide ends with a quick review and a contract for children to sign, resolving to learn how to solve problems effectively. (NB)

ED 347 447 CG 024 376

Youngs, Bettie B.
Goal Setting Skills for Young Adults.
PUB DATE- 90
NOTE- 63p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Adolescents; *Goal Orientation; *Objectives; *Success

This guide/workbook was written to help adolescents understand why goals are important, identify their goals, and work toward achieving those goals. Following a brief introduction, the guide is divided into five chapters. Chapter 1 asks readers the question: Who Is in Charge of Your Lives?" Setting goals is presented as the key to shaping the events in people's lives and to getting what they want out of life. Chapter 2 presents keys to goal setting, encouraging readers to match their strengths with their dreams and to set a meaningful goal. Chapter 3 "Setting Yourself up for Success," discusses six steps to goal setting: desire, belief, writing, benefits, starting point, and deadlines. Chapter 4 presents six steps to overcoming obstacles to achieving goals. These steps include: (1) identifying the obstacles; (2) identifying the knowledge required; (3) identifying people who can help; (4) making a

ED 347 466 CG 024 396

Tunnell, Gil
Complications in Working with AIDS Patients in Group Psychotherapy.
PUB DATE- 14 Aug 89
NOTE- 12p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 11-15, 1989).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Counseling Objectives; Counseling Techniques; Group Dynamics; *Group Therapy; *Psychotherapy

Numerous research studies have documented that for patients coping with chronic illness, social support is extremely important in facilitating adjustment to the illness. The support may come from organized therapy and self-help groups or from interpersonal relationships outside a group. However, Acquired Immune Deficiency Syndrome (AIDS) is a chronic illness with characteristics that seriously interfere with patients receiving social support of any kind. Three factors: the threat of a drastically shortened life, an unpredictable illness course, and stigma, not only interfere with AIDS patients receiving sustained social support from the outside world but can dramatically influence the process of a psychotherapy group. The factor of early death, which can impact group cohesion, can be dealt with by encouraging mourning and facilitating accurate interpretation of group process. The factors of an unpredictable illness course can impact group cohesion by helplessness, making continuity across sessions difficult, and by excessive focus on individuals. These factors can be dealt with by encouraging expression of feelings, and focusing on the present and on group process. The factor of deviancy/stigma can impact group cohesion by rejection/hatred of self and others, but can be dealt with by providing unconditional acceptance. Therapy is often a matter of helping the patient appreciate life's complexities - to enlarge his/her cognitive worldview and spectrum of emotional functioning. (ABL)

ED 347 467 CG 024 397

O'Sullivan, Lucia; And Others
Gender Differences in the Resolution of Sexual Disagreement Situations.
PUB DATE- Nov 91
NOTE- 10p.; Paper presented at the Annual Meeting of the Society for the Scientific Study of Sex (34th, New Orleans, LA, November 7-10, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Foreign Countries; Higher Education; *Sex Differences; *Sexuality; *Student Attitudes
IDENTIFIERS- Canada

In recent years, researchers have documented a convergence of gender roles in sexual interactions. In disagreement situations, where one partner desires a higher level of sexual activity than the other, man's traditional role was that of the aggressive initiator and woman's role was that of the passive

ED 347 491 CG 024 491

Perry, Nancy S.
Educational Reform and the School Counselor. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Change Agents; Change Strategies; *Counselor Role; *Educational Change; Elementary Secondary Education; School Counseling; *School Counselors
IDENTIFIERS- ERIC Digests

School counselors have always considered themselves to be change agents. Historically, that change has been related to helping an individual become aware of behaviors or attitudes that might be affecting his/her success and then guiding that individual into new ways of acting or thinking. This skill is transferable to affecting change in the learning environment or the school climate. School counselors need to position themselves as facilitators of that change. Reform approaches in which school counselors can become involved include: site-based management; privatization of schools; and restructuring within schools such as team teaching, flexible scheduling, integrated learning, and cooperative learning. (ABL)

ED 347 492 CG 024 492

O'Bryant, Beverly J.
Marketing Yourself as a Professional Counselor. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Counseling Services; *Counselors; *Marketing; Professional Development; Public Opinion; Public Relations
IDENTIFIERS- ERIC Digests

Marketing is a venue which could help establish counselors in the public consciousness so that a multitude of other publics become counselor advocates and articulate that professional counselors are skilled deliverers of services. Marketing strategies include: walking, talking, and acting proud of self as a professional; taking pride in total appearance; taking advantage of self-enhancement opportunities; displaying professional office decorum; designing something to market and marketing the outcomes; joining professional organizations; articulating the positive; marketing specifics; and being politically astute. (ABL)

ED 347 493 CG 024 493

Miller, Juliet V.
The National Career Development Guidelines. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 92

ED 347 513 CS 010 986

Wood, Karen D.; And Others
Guiding Readers through Text: A Review of Study Guides.
PUB DATE- 92
NOTE- 79p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Book Reviews; Content Area Reading; Elementary Secondary Education; Instructional Effectiveness; Literature Appreciation; Mathematics Instruction; *Reading Comprehension; *Study Guides; Study Habits; Study Skills
IDENTIFIERS- Text Design

Intended as a comprehensive review of study guides, this monograph combines a discussion of why and how study guides help students comprehend text with a focus on the most effective ways to use these guides in the classroom. The publication is designed to help teachers decide when and how to use these comprehension aids. The monograph presents an array of study guides, explaining the purposes and illustrating their applications, and ends with a set of guidelines that encapsulate the principles governing appropriate and effective use of study guides. The monograph's sections are as follows: (1) What Are Study Guides? (2) Study Guide Effectiveness: Research and Practice; (3) Types of Study Guides; (4) How Do I Choose a Study Guide? (5) Point-of-View Guide; (6) Textbook Activity Guide; (7) Interactive Reading Guide; (8) Collaborative Listening-Viewing Guide; (9) Levels-of-Comprehension Guide; (10) Learning-from-Text Guide; (11) Guided Learning Plan; (12) Extended Anticipation Guide; (13) Processes-of-Reading Guide; (14) Pattern Guide; (15) Concept Guide; (16) Analogical Study Guide; (17) Content Guide; (18) Guide-O-Rama; (19) Reading Road Map; (20) Glossing; (21) Process Guide; (22) Guidelines for Classroom Use; and (23) A Final Note. (55 references) (SR)

ED 347 514 CS 010 994

Sheridan, E. Marcia
An Analysis of Chinese Primary Reading and Writing Textbooks in the People's Republic of China.
PUB DATE- 92
NOTE- 46p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Beginning Reading; Content Analysis; Elementary Education; Foreign Countries; Ideography; *Mandarin Chinese; *Reading Instruction; Teaching Methods; *Textbook Content; Textbook Research; *Writing Instruction
IDENTIFIERS- Beginning Writing; *China

This paper analyses elementary school Chinese language textbooks for teaching reading and writing in primary grades in the People's Republic of China. The paper begins by examining the characteristics of the Chinese written language, particularly how the reforms of written Chinese in China since the 1950s have affected instructional materials. Methods used to teach reading and writing and popularize standard Chinese or Mandarin are examined through a content analysis of 38 children's books

ED 347 534 CS 213 427

Sauer, Beverly A.

Sense and Sensibility in Technical Documentation: How Feminist Interpretation Strategies Can Save Lives in the Nation's Mines.

PUB DATE- Mar 92

NOTE- 31p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Accidents; *Coal; *Discourse Analysis; *Feminism; Information Sources; *Mining; Organizationalcommunication; Technical Writing; Writing Research

IDENTIFIERS- Accident Investigation; Feminist Criticism; *Public Discourse; *Text Factors; Voice (Rhetoric)

This article analyzes post-accident investigation reports from a feminist perspective, showing how a feminist interpretation can change the way technical writers look at expertise and evidence. In comparing formal documentation of mine inspection reports with women's testimony about conditions in the mines, the article shows: (1) how the conventions of public discourse privilege the rational (male) objective voice and silence human suffering; (2) how the notion of expertise excludes women's experiential knowledge; (3) how the conventions of public discourse sanction the exclusion of alternate voices and thus perpetuate salient and silent power structures; and (4) how interpretation strategies which fail to consider unstated assumptions about gender, power, authority, and expertise seriously compromise the health, safety, and lives of miners and, in a broader sense, of all those who are dependent upon technology for their personal safety. Following a review of feminist text analysis, the article discusses technology and the feminist perspective, the rhetorical function of post-accident investigation reports, industry assumptions about mine safety and health, feminist analysis of the report, the impact of Mine Safety and Health Administration's rhetorical conventions on risk analysis and assessment in the nation's mines, women's narratives, sense and sensibility in technical documentation, and implications for technical writing. Fifty-nine references are attached. (Author/SR)

ED 347 535 CS 213 428

Welch, Sally

Newsletter Design Tips.

PUB DATE- 8 Apr 92

NOTE- 30p.; Paper presented at the Annual National Home Study Council Conference (66th, Seattle, WA, April 7-8, 1992).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Design; Guidelines; *Newsletters; Writing for Publication

IDENTIFIERS- *Text Design; Text Organization; Typeface; Visual Design

This paper presents detailed tips on newsletter design. Following

ED 347 553 CS 213 454

Dawkins, John
Punctuation: Less Is More? ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Authors; Fiction; *Grammar; Nonfiction; *Punctuation; Writing Improvement; *Writing Instruction; Writing Skills
IDENTIFIERS- ERIC Digests; Historical Background; Principles of Learning; *Rule Learning; *Writing Style

Punctuation, the original purpose of which was elocutionary, evolved a syntactic purpose as silent reading became more common. Despite the great similarity of punctuation rules among handbooks and manuals, punctuation has not been completely standardized. Punctuation practices vary from genre to genre, and the "best" fiction and nonfiction writers punctuate according to their needs, not according to the rules. If punctuation is looked at as a process rather than as product--that is, looked at as a matter of writer's intent--only two principles are needed to explain research on punctuation: (1) punctuate only to achieve clarity and/or effectiveness; and (2) use a hierarchy of six marks to show the nature and degree of separation. Systematizing the rules and emphasizing principles promises to make punctuation easier to learn. (RS)

ED 347 554 CS 213 455

Wells, Mary C.
Improving Students' Expertise and Attitudes during the Postwriting Stage of the Writing Process through Collaborative Revision.
PUB DATE- May 92
NOTE- 62p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Cooperative Learning; *Critical Thinking; *Editing; Heterogeneous Grouping; High Schools; High School Students; Peer Evaluation; *Student Attitudes; Student Motivation; *Writing Instruction; *Writing Processes; Writing Research
IDENTIFIERS- Process Approach (Writing)

A practicum addressed the problem of students' lack of fluency in standard English despite the traditional paradigm for formal grammar instruction and the emphasis on process writing in most English classrooms. Nineteen (English 2) high school students participated in peer editing groups in a collaborative learning environment. The solution strategy was: (1) to group students of varying fluency levels into editing teams; (2) to monitor errors and revisions via editing checklists; (3) to provide instruction on an as-needed basis; (4) to motivate students to teach and learn from each other; (5) to stimulate the critical thinking necessary for effective editing and proofreading; and (6) to improve attitudes concerning the need for consistent and accurate revision of writing drafts in the context of students' writing. After implementation of the collaborative revision plan, the target group demonstrated increased levels of fluency

ED 347 571 CS 213 483

Ley, Terry C., Ed.
Sourcebook for English Teachers: Directed Reading/Teaching Guides for Selected Literacy Works. Volume 3.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 88
NOTE- 680p.; Developed by participants of the 1988 Summer Humanities Institute in Literary Criticism and the Teaching of Literature. For other volumes, see CS 213 481-482.
LANGUAGE- English
EDRS Price- EDRS Price - MF04/PC28 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Authors; *Class Activities; English Curriculum; English Instruction; English Literature; Instructional Materials; Language Arts; *Literary Criticism; *Literature Appreciation; Resource Units; Secondary Education; *Teaching Guides; Teaching Methods; United States Literature
IDENTIFIERS- *Aesthetic Reading

This sourcebook presents reading guides for 39 literary works frequently used by scondary school English teachers. The guides contain an overview of the work, a pool of instructional objectives for each work, a variety of activities, a series of discussion options, suggestions for evaluation, and annotated lists of related works. Included are: "Foreword" (T. C. Ley); "Overview of Critical Approaches" (A. Dunlop and D. Clark); "Conrad Aiken's 'Silent Snow, Secret Snow'" (S. P. Harper); "Ray Bradbury's 'Farenheit 451'" (K. W. Long); "Richard Bradford's 'Red Sky at Morning'" (A. Morris and P. Sevcik); "Emily Bronte's 'Wuthering Heights'" (S. Hosemann); "Kate Chopin's 'The Awakening'" (M. K. Leenay); "Richard E. Connell's 'The Most Dangerous Game'" (K. M. Jones); "Roald Dahl's 'Lamb to the Slaughter'" (B. Schmaltz); "Charles Dickens's 'David Copperfield'" (S. T. Bickmore); "Charles Dickens's 'Great Expectations'" (R. L. Eickhoff); "Frederick Douglass's 'Narrative of the Life of Frederick Douglass: An American Slave'" (P. D. Franks); "John Fowles's 'The French Lieutenant's Woman'" (R. E. Comfort); "John Gardner's 'Grendel'" (C. VanLeuven); "Nikki Giovanni's 'Dreams' and 'Revolutionary Dreams'" (B. J. Ford); "Lorraine Hansberry's 'A Raisin in the Sun'" (D. Cook and Z. Woodard); "Thomas Hardy's 'The Mayor of Casterbridge'" (P. S. Burgess); "S. E. Hinton's 'That Was Then, This Is Now'" (G. Smith); "Aldous Huxley's 'Brave New World'" (A. G. Fagerland); "Katherine Mansfield's 'The Doll's House'" (F. L. Hicks); "Christopher Marlowe's 'The Passionate Shepherd to His Love'" and "Walter Raleigh's 'The Nymph's Reply'" (C. Robin); "Sharon Bell Mathis's 'Teacup Full of Roses'" (J. Rambo); "Carson McCullers's 'The Ballad of the Sad Cafe'" (J. E. Frederick); "Tillie Olsen's 'I Stand Here Ironing'" (M. B. Shaddy); "Samuel Pepys's 'Samuel Pepys' Diary'" (E. Crump and others); "Edgar Allan Poe's 'Masque of the Red Death'" (S. Coleman); "Alexander Pope's 'Rape of the Lock'" (P. J. Barrett); "Katherine Anne Porter's 'The Jilting of Granny Weatherall'" (M. Stamler); "Antoine de Saint Exupery's 'The Little Prince'" (R. Dahl); "William Shakespeare's 'The Merchant of Venice'" (J. Walkington); "George Bernard Shaw's 'Pygmalion'" (C. Anderson); "Mary Shelley's 'Frankenstein'" (E. Donnington); "Mark Twain's 'The Adventures of Huckleberry Fin'" (E. Betta and B. Morrison); "Mark Twain's 'The Diary of Adam and Eve'" (G. Buehler); "Edith Wharton's 'Ethan Frome'" (A. A.

ED 347 589 CS 507 860

Buckingham, David
Boys' Talk: Television, Masculinity and Media Education. Draft.
PUB DATE- Apr 92
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Audiences; Communication Research; Discourse Analysis; Interpersonal Relationship; *Males; Mass Media Role; Media Research; Sex Role; *Sexual Identity; *Social Influences; *Television; Television Viewing
IDENTIFIERS- Small Group Communication

Drawn from a much more extensive research project about children and television, this study examined the social processes through which the meanings of television are established and negotiated. A series of small group interviews with boys aged between 8 and 12 years were conducted. Two series of interviews focused on the cartoon television series "Thundercats," which has provoked adult criticism for its alleged violence and sexism. Results indicated that the program was perceived as strongly gendered by the children, and this led to gendered positions and discourses, yet these positions and discourses did not derive primarily from television, nor was television's role within them straightforward. Another interview was conducted with two eight-year-old working-class boys about the domestic viewing context. Results indicated that the boys were constantly putting themselves at risk--primarily of humiliation or ridicule by each other--and then rapidly withdrawing. An interview with three 12-year-old middle-class boys concerned their liked and disliked characters on television. Results indicated that there was a remarkable absence of "drooling" among the boys for the female characters. For boys of this age, the discussion of sexuality may hold more dangers than pleasures, in that their own power and security are so uncertain. Findings suggest that, at least to some extent, masculinity is actively defined and constructed in the direct experience of social interaction. (Nine extracts from the interviews and 29 footnotes are included.) (RS)

ED 347 590 CS 507 863

Horn, Gary
Where CEDA Differs.
PUB DATE- Nov 91
NOTE- 11p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Debate; *Debate Format; Higher Education; *Judges; *Persuasive Discourse
IDENTIFIERS- *Cross Examination Debate Association; *National Debate Tournament; Professional Concerns

Examining the role of the debate judge reveals many differences between the Cross Examination Debate Association (CEDA) and

ED 347 609 EA 019 716

Linn, James
Schools as Part of a Network of Learning Facilities: Implications for Educational Building. Conclusions of a Symposium (Segovia, Spain, December 1-4, 1986).
PUB DATE- 87
NOTE- 32p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Access to Education; Cost Effectiveness; Distance Education; Educational Complexes; *Educational Facilities Planning; *Educational Trends; Elementary Secondary Education; Foreign Countries; *Futures (of Society); Information Technology; Lifelong Learning; *School Buildings; School Business Relationship; School Location; Shared Facilities; *Shared Resources and Services; Social Influences; *Social Networks
IDENTIFIERS- Australia; Austria; Belgium; Finland; Netherlands; *Spain; Sweden; Turkey; United Kingdom

A symposium on schools as part of a network of learning facilities took place in Segovia, Spain, in December 1986. Participants from 14 Organisation for Economic Cooperation and Development (OECD) member countries met to share the implications of network cooperation for educational buildings and their management. The physical isolation of schools from each other and from the communities which they serve is increasingly being challenged. New links between education and industry, the growing importance of lifelong learning, and the potential of new information technology all serve to increase the interdependence of schools and other educational and social institutions. The report draws together the main strands of the wide-ranging discussion at the symposium and identifies the opportunities offered by networking. The report assesses the impact networking may have on educational building policy and practice and in particular the financial advantages of sharing high-cost facilities. The appendix contains the text of the background paper written for the symposium by John Mayfield, then deputy director-general for education, South Australia. This paper traces the development of networking and gives several examples of the practical questions associated with its implementation. Also appended is an annotated list of the 22 papers presented at the symposium. (MLF)

ED 347 610 EA 020 168

Prevention of Dropouts. Three-Year Plan.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 30 Nov 87
NOTE- 66p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cooperative Programs; *Dropout Prevention; *Dropout Programs; Potential Dropouts; Public Schools; *School Business Relationship; *School Community Relationship; Secondary Education

ED 347 629 EA 024 028

Teacher Recruitment and Retention: How Canadian School Boards Attract Teachers. A Report.
PUB DATE- 92
NOTE- 58p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Beginning Teacher Induction; Elementary Secondary Education; Foreign Countries; *Teacher Employment; *Teacher Orientation; Teacher Persistence; *Teacher Placement; *Teacher Recruitment; *Teacher Selection; Teacher Shortage; Teacher Supply and Demand
IDENTIFIERS- *Canada

Current school board practices for recruitment and retention of teachers in Canada are described in this report. Following an introduction that explains trends in teacher supply and demand, general information is presented from a 1991 survey of 102 school boards conducted by the Canadian Education Association. The geographical factor in recruiting quality teachers is discussed in section 2. The third section describes characteristics of a board that attracts teachers. Recruitment, particularly whom to recruit and methods for reaching good recruits, is outlined in section 4. Strategies for retaining teachers, such as induction and new teacher orientation programs, are highlighted in the fifth section. The final section offers school boards' suggestions for teacher recruitment and retention. Appendices include the York region board of education marketing strategies, the contents of information kits, the Peel Board of Education orientation program, and a list of responding school boards. (LMI)

ED 347 630 EA 024 036

Taylor, Mary Jean
Leadership Responses to Desegregation in the Denver Public Schools: A Historical Study, 1959-1977.
PUB DATE- Apr 92
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Board Administrator Relationship; Board of Education Role; Boards of Education; *Conflict Resolution; Elementary Secondary Education; *Governance; Local Issues; Politics of Education; *School Desegregation; *School District Autonomy; Superintendents
IDENTIFIERS- *Denver Public Schools CO

Findings from a study that examined leadership responses to the conflict and change associated with desegregation in the Denver Public Schools from 1959-77 are presented in this paper. The theoretical framework is based on conflict theory, the dissatisfaction theory of democracy, and a classification system for communities based on superintendent/board roles. Methodology involved document analysis of newspaper reports and school board minutes and interviews with key individuals, with a focus on superintendents and board members. Results indicate that conflict theory rather than dissatisfaction theory is a

ED 347 650 EA 024 094

Dellar, Graham B.
Connections between Macro and Micro Implementation of Educational Policy: A Study of School Restructuring in Western Australia.
PUB DATE- Apr 92
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Policy; Foreign Countries; *Intergroup Relations; Participative Decision Making; *Politics of Education; *Program Implementation; School Based Management; *School Restructuring; Secondary Education
IDENTIFIERS- *Australia (Western Australia)

Findings of a 3-year study of the policy implementation process in three western Australian secondary schools are presented in this paper, which focuses on the macro and micro aspects of implementation. To examine responses to the formation of school-based decision-making groups, methodology involved: (1) document analysis; (2) interviews with Ministry of Education officials and representatives from parent/community groups, a teachers' union, and superintendents' and principals' associations; (3) observation; and (4) surveys. Findings suggest that officials in the Ministry, teachers' union, principals' associations, and parent/citizen groups influenced policy implementation at the macro level and also affected the perceptions and decisional procedures undertaken by teachers, parents, and principals at the micro level. Policy implementation is viewed as a process of "interactive modification"--a dynamic relationship in which change occurs simultaneously in both the innovation and the environment. Recommendations are made for support strategies. (16 references) (LMI)

ED 347 651 EA 024 095

Creemers, Bert; And Others
National and International School-Effectiveness Research in Retrospect and Prospect.
PUB DATE- Apr 92
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Assessment; *Effective Schools Research; Elementary Secondary Education; Foreign Countries; *International Organizations; *Models; Predictive Measurement; *School Effectiveness
IDENTIFIERS- *Great Britain; *Netherlands

An overview of national and international research on school effectiveness is provided in this paper. Following an introduction, the first section examines some national studies, with a focus on the differences in empirical evidence for effective school factors. These studies are similar in that they are outcome-oriented, seek factors of school

ED 347 671 EA 024 117

Whitsett, Maria D.; And Others

A Statewide Evaluation of Parent Education and Parent Involvement Pilot Programs.

PUB DATE- Apr 92

NOTE- 168p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Elementary Secondary Education; Parent Attitudes; *Parent Education; *Parent Participation; *Parent School Relationship; *Program Effectiveness; Program Implementation; State Action; *State Programs

IDENTIFIERS- *Texas

Findings of a study that evaluated the implementation and effectiveness of 10 state-authorized parent education and involvement pilot programs in Texas are presented in this paper. Data were derived from demographic report forms, 369 parent opinion surveys, student opinion surveys, 105 teacher opinion surveys, cost surveys, and final evaluation reports. Findings indicate that the programs as yet have had no positive influence on student academic performance and that all required a substantial, upfront time investment. An obstacle to implementation was developing trust between parents and the schools and defining activities "permissible" for schools to conduct. Overall, parents and teachers evaluated the programs favorably. Appendices include copies of instrumentation and a sample set of site-specific project descriptors. (31 references) (LMI)

ED 347 672 EA 024 118

Maddaus, John; And Others

School Test Scores As a Factor in Parental Choice of School: Testing an Assumption of America 2000 in Maine.

PUB DATE- Apr 92

NOTE- 68p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992). Some small and blurred print in appendices may not reproduce adequately in paper copy.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- Academic Achievement; *Achievement Rating; *Achievement Tests; Educational Policy; *Enrollment Trends; High Schools; *School Choice; *Scores; State Action; *State Standards

IDENTIFIERS- *America 2000; *Maine

Findings from a study that examined the hypothesis that published standardized assessment scores would influence enrollment in Maine high schools are presented in this paper. The hypothesis was derived from the Bush Administration's assertion that regular educational assessment would influence parental school choice. The Maine educational system is characterized by local control, regular evaluation through the Maine Educational Assessment (MEA) process, and town tuitioning. In town tuitioning, towns pay tuition for resident students to attend

ED 347 692 EA 024 144

Intriligator, Barbara A.
Establishing Interorganizational Structures That Facilitate Successful School Partnerships.
PUB DATE- Apr 92
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Agency Cooperation; Cooperative Planning; *Coordination; *Educational Cooperation; Elementary Secondary Education; Institutional Cooperation; Interprofessional Relationship; *Organizational Climate; Shared Resources and Services
IDENTIFIERS- *Partnerships in Education

An organizational framework for establishing effective partnerships between school systems, social service providers, universities, and/or the private sector is presented in this paper. The different types of interorganizational structures, described along a continuum of increasing interdependence, include cooperative, coordinative, or collaborative arrangements. The different interorganizational conditions and interpersonal relationships of each arrangement are described in terms of the following features: interagency objectives, operating policies, interagency structure, personnel roles, resource allocation procedures, power and influence, and interagency relationships. Partnerships within schools are more likely to work under conditions that include the following: adequate resources and expertise; mutual responsibility of partners; the development of structures for planning and development; an organizational structure congruent to outcome; an equal focus on program development and the maintenance of positive partnership relationships; and periodic assessments and midcourse evaluations. Nine charts are included. (LMI)

ED 347 693 EA 024 145

Chase, Anne M.
School Level Factors Predicting Teachers' Senses of Professional Engagement, Efficacy, Commitment, and Job Satisfaction: An Application of Structural Equation Modeling. Draft.
PUB DATE- 91
NOTE- 39p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Collegiality; Elementary Secondary Education; Institutional Characteristics; Interprofessional Relationship; *Job Satisfaction; Models; *Organizational Climate; *Participative Decision Making; *Structural Equation Models; *Teacher Attitudes; *Teacher Effectiveness; Teacher Responsibility

Findings of a study that identified the school-level factors that affect teachers' dispositions toward their work are presented in this paper, which focuses on teacher satisfaction, professional engagement, commitment, and efficacy. Data were derived from the teachers' survey portion of the Teachers and Administrators Survey (ATS) from the High School and Beyond (HS&B) longitudinal study of American schools. The ATS consists

ED 347 713 EC 301 324

Levine, Esther Zager
Implementing a Collaborative Consultation Model for Learning Disabled and At-Risk Students in Grade 9.
PUB DATE- 23 Mar 92
NOTE- 94p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cognitive Style; *Consultation Programs; Cooperative Planning; *Educational Cooperation; Grade 9; *High Risk Students; High Schools; *Intervention; *Learning Disabilities; Regular and Special Education Relationship; Special Education Teachers; *Teaching Styles; Teamwork

This practicum sought to improve the education of six learning-disabled and five at-risk ninth-grade students in English, science, and social studies classes, by implementing a collaborative consultation model which involved having individual teachers work collaboratively with a resource room teacher. Targeted students were given the O'Brien Learning Channel Reference Test. Collaborating teachers completed the Modified Meyers-Briggs Test to determine their teaching style, analyzed learning styles of target students, completed curriculum-based assessments, prioritized the skills needed by students, conducted strategy intervention teaching, reinforced the strategies, learned about and implemented behavioral interventions, and evaluated student progress. The project resulted in improved teaching and learning through analysis of teaching style and learner needs and creation of strategies to meet those needs. Appendices contain forms and survey results. (Approximately 60 references) (JDD)

ED 347 714 EC 301 325

Ferrentino, Michael P.
Increasing Nurturing Relationships between Primary Caregivers and Infants Prenatally Exposed to Cocaine through a Neighbor-Implemented Individual and Group Training Model.
PUB DATE- 13 Mar 92
NOTE- 78p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Adult Education; Child Caregivers; Child Development; Cocaine; *Congenital Impairments; Coping; Drug Abuse; Helping Relationship; Intervention; Neighborhoods; *Neurological Impairments; *Parent Child Relationship; *Parent Education; Postsecondary Education; *Prenatal Influences; Program Implementation; Social Services; Social Support Groups; *Stress Management
IDENTIFIERS- *Fetal Drug Exposure

This practicum was designed to increase nurturing relationships between primary caregivers and infants prenatally exposed to cocaine. Goals were to increase the general emotional well-being of the caregivers within the family unit, to increase the interpersonal competence of the caregivers in relation to the care receiving infants, and to increase the caregivers' use of formal social support systems availed to them. Through individaul and group training sessions, 10 caregivers were actively involved in monthly home and group meetings. The solution strategy was designed to include parent educators who

ED 347 732   EC 301 343

Ysseldyke, James E.; And Others
A Conceptual Model of Educational Outcomes for Children and Youth with Disabilities. Working Paper I. Revised.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 4 Jul 91
NOTE- 44p.; Draft. For related documents, see EC 301 344-345.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Definitions; *Disabilities; Educational Assessment; *Educational Change; *Educational Quality; Elementary Secondary Education; Models; *Outcomes of Education; *Student Educational Objectives

This paper considers preliminary issues in the development of quality educational outcome indicators for students with disabilities within the context of current changes in general education and a conceptual model of important educational outcomes and indicators for all children. The approach and development process of the National Center on Educational Outcomes (NCEO) are first briefly described. Then definitions of key terms concerning outcomes, indicators, and a comprehensive system of indicators are offered. Seven fundamental assumptions guiding NCEO activities and their implications are then identified. Two alternative models are then proposed, one of which includes five broad outcome areas (presence, participation in the system, accomplishment, contribution, and satisfaction) while the other views all outcomes as accomplishments and evaluates them for nine accomplishment domains (e.g., cognitive and conceptual, attitudes, physical and health, satisfaction, adaptive living). A system of indicators for assessing outcomes is then proposed. Finally, the following unresolved issues are addressed: (1) intended versus unintended outcomes; (2) direct versus indirect outcomes; (3) same versus different indicators; (4) category specific versus noncategorical indicators; (5) indicators differentiated by severity of disability; (6) indicators differentiated by developmental level; and (7) system level versus individual level indicators. (11 references) (DB)

ED 347 733   EC 301 344

Bruininks, Robert H.; And Others
Assessing Educational Outcomes: State Activity and Literature Integration: Synthesis Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jul 91
NOTE- 79p.; For related documents, see EC 301 343-345.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Data Analysis; Definitions; *Disabilities; Educational Change; Educational Practices; Educational Trends; Elementary Secondary Education; Information Sources; Models; National Surveys; *Outcomes of Education; *Policy Formation; *Program Development; *State Standards; Trend Analysis

This report provides a synthesis of information currently available on the development of educational outcomes and a system of indicators for students with disabilities. An overview summarizes activities of the National Center on

Statan); "Network Shopping Tips" (Tom Pier); "Pushing the Envelope: University-Level Remediation and Multimedia Technology" (Ed Gueble); "Talk of Technology at the UN World Education Conference" (Martha Lane); "Hyperterminology from Hell" (Michael Swaine); "'America Online': Talk Is Cheap" (Ed Gueble); and "State Libraries Meet on Literacy" (June Eiselstein). Issue 3 contains the following: "Closed-Captioned TV and ESL (English as a second language) Instruction" (Ed Gueble); "Learner-Centered Instruction in the Workplace" (Ed Gueble); "At the 1990 AL&T Conference" (Ed Gueble); "Sharing Ideas in Canada" (Brent Poulton et al.); and "Apple Designates Intellimation as Its Software Source". Articles in Issue 4 are as follows: "Trade-Offs and Pay-Offs: Workplace Literacy at a Crossroads" (Ed Gueble); "On the Road again in Toronto: A Mobile Computer Lab" (Brent Poulton); "The Bus Stops Here: The L.A. Times Mobile Reading Lab" (Ed Gueble); "Technology and a Season of Caring" (Terilyn Turner); "OTA (Office of Technology Assessment) Begins Assessment" (Ed Gueble); "Software Review: Reading Realities Combines Literacy and Life Skills" (Sara Armstrong); and "A Few Books on Literacy, the Workplace, and the Culture." (YLB)

ED 347 274   CE 059 030

MBEA Today. Volume LVI. Issues 1-5.
PUB DATE- 91
NOTE- 66p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Business Education; *Computer Software; *Educational Legislation; Elementary Secondary Education; Federal Legislation; *Keyboarding (Data Entry); Office Occupations Education; State Legislation; *Teaching Methods; *Typewriting; Vocational Education Teachers; Word Processing
IDENTIFIERS- *Michigan Business Education Association

This packet contains five issues of "MBEA Today," the official publication of the Michigan Business Education Association, issued from September 1990 through September 1991. Articles in issue 1 include the following: "MBEA Presents Position Statements to Michigan State Board of Education" (Ann M. Remp); "Adult Education: Some Personal Perspectives" (Joyce Silagy, Saundra Mull); "The Teacher's Role in Recuriting Students" (Lili Kivisto); and "State Update" (Judith K. Berry). Issue 2 contains these articles: "Shorthand in the Medium-Sized High School in Michigan" (Gloria Sanch); "Cooperative Education Report" (Tom Benton); "Public Act 25: The Quality Package" (Ann Remp); "MBEA Today: A Case in Desktop Publishing' (Ann Remp, David G. Gore); "Business Teachers Club of Metro Detroit" (Jean Hester); "1991 Convention News" (Karen L. Norman); and "School Accreditation and Public Act 25" (Yvonne Abela). The third issue includes the following: "Teaching Children to Type" (Lynne M. Erickson); "Hypermedia" (Marilyn Burkhardt); "Recommendations for New Advisors of Vocational Student Organizations" (Darlene Salminen-Conroy); "P.A. 25 and the Annual Educational Report" (Ann Remp); and "The Herzog System in Special Education" (Linda Sottnek). In issue 4 are the following: "Strengthen Basic Skills with 'Speedwriting--Notetaking and Study Skills' Curriculum" (Jim O'Brien); "The Typewriter as an Instrument of Learning" (Marilyn Lewis); "One Big Voice" (Patricia Moody); "What BTCMD (Business Teachers' Club of Metropolitan Detroit) Is All About!" (Reva Gibson); and northeastern United States examined beliefs about the relative effectiveness of different career strategies and worker characteristics, such as age, work experience, company experience, organizational level, and gender, associated with the reported use of 12 career mobility strategies: developing skills/expertise; maintaining subordinate relationships; acquiring attitudes/behaviors of superiors; appearing competitive; use of mentors/sponsors; self-nomination; extending work involvement; networking; career guidance; recreation with superiors; use of cliques/peer groups; and postponing family for career. Investigation of reported use of the strategies perceived to be most and least effective indicated that the use of the most effective strategies was systematically related to labor market experience and worker age. Intraorganizational factors like company tenure and managerial level were not predictive of the use of the most effective strategies. Additional research is needed on the extent to which the relative desirability of particular strategies generalizes to other types of organizations and occupations. The study's small sample size and cross-sectional nature limited questions raised by workers' survey responses. (NLA)

ED 347 292 CE 061 494

Larkin, Judith E.; Pines, Harvey A.
Self-Monitors Apply for a Job: Self-Presentation and Affective Consequences.
PUB DATE- Apr 92
NOTE- 7p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (63rd, Boston, MA, April 3-5, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Affective Behavior; Behavior Patterns; Career Education; College Students; Emotional Response; *Employment Interviews; Employment Qualifications; Higher Education; Job Applicants; *Job Application; *Psychological Characteristics; Psychological Patterns; Psychological Studies; Self Concept; Self Esteem; Student Attitudes
IDENTIFIERS- *Self Monitoring

High and low self-monitors were given the task of applying for a position that was or was not a good fit with their personality. Subjects were 97 introductory psychology students who had previously taken the 18-item Self-Monitoring Scale (SMS). They took the SMS again--as if it were being used to decide whether they would be offered a very desirable job--and were instructed to answer the questions to make the best impression on the employer and maximize their chances of being offered the job. Subjects were assigned to a job by means of a random distribution of a booklet containing the job advertisements, SMS, and other scales. They rated how good a fit the job was with their true personality, how different their answers were from their true selves, how easy or difficult it was to answer the question, the extent to which they felt like hypocrites, and how successful they thought they were in making a good impression. A final page contained 20 exploratory semantic differential scales on which subjects rated how they typically feel presenting themselves in the best possible light in a job interview. Results were consistent with prior research findings on self-monitoring differences in self-presentational behavior but extended those findings to the affective realm. Low self-monitors found it difficult to "put on an act" and experienced curriculum, explains its rationale, describes strategies for its implementation, and provides special hints for teachers. The curriculum itself consists of eight units that include information related to various phases of manufacturing: measurement; print interpretation; layout and inspection; occupational safety and health; business economics; product and process control; skills marketing, with worksheets; and quality in manufacturing. Each unit is composed of activities that increase student involvement and interest through teamwork strategies and lab exercises. The curriculum may be used as a complete course of study or individual units may be incorporated into an existing course. Each unit is prefaced with a table of contents, a reference sheet for figures, and a listing of the unit goals. Each activity is organized into 12 parts: activity description; rationale; outcomes; materials and resources; safe practices; instructional strategy; integrative skills; information sheet; learning check; student activity sheet; alternative strategies; and the learning performance check. An appendix contains the Illinois State Learning Outcomes Analysis. (NLA)

ED 347 311   CE 061 520

Experiences in Distance Education. Report of a Conference (Kingston, Jamaica, July 14-16, 1990).
PUB DATE- Jul 90
NOTE- 141p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Education; Ancillary School Services; *Computer Assisted Instruction; *Curriculum Development; Developed Nations; Developing Nations; *Distance Education; Educational Media; Educational Philosophy; Educational Technology; Foreign Countries; Higher Education; Multimedia Instruction; Professional Continuing Education; Professional Development; Program Development; Teacher Education; *Teleconferencing
IDENTIFIERS- Commonwealth of Learning; Laurentian University ON; Memorial University of Newfoundland (Canada); Nova University FL; Open University (Great Britain); University of Otago (New Zealand); University of the South Pacific (Fiji); University of the West Indies (Jamaica); University of Waterloo (Ontario)

These proceedings present three opening speeches, eight presentations, and a summary of the presentations from a 3-day conference at which distance teaching practitioners from selected institutions shared their experiences. The opening address (Alister McIntyre) is followed by a speech (Dennis Irvine) that discusses the Commonwealth of Learning, an organization set up to promote cooperation between institutions using distance education and applying communication technologies to education. The main address (Carlyle Dunkley) focuses on the potential and impact of using distance education for teacher training and professional upgrading. The following presentations describe the organization, impact, and likely developments of the distance teaching programs of eight institutions: "The University of the West Indies Teaching Experiment" (Gerald Lalor); "Distance Education at Memorial University of Newfoundland" (Erin Keough); "Distance Teaching at the University of Otago" (Penny Love); "The Philosophy and Role of Teleconferencing in Distance Education" (Claire Matthewson); "Distance Education at Laurentian University" (Gerard La Freniere); "Teaching by Distance at the University of Waterloo" (Christopher Knapper); "Presentation on the Open following: (1) only 3-5 percent (15,000-25,000) of small firms have workplace education programs; (2) the number of small business program starts has increased dramatically in the last 3 years; (3) manufacturing firms have started more programs than have service firms; (4) medium-sized businesses are much more likely to have workplace education programs than are very small businesses; and (5) community colleges are the education partners of choice for most small companies. The study also determined that small business programs tend to be low intensity, quick-fix types; few offer lifelong learning. Employers who offer programs do so because of competition, a need to produce high quality products, and enlightened human resource policies. Although the median cost of programs was $5,000-$10,000, employee skills upgrading programs paid off in improved worker performance and bottom-line gains. The study concluded that much work is needed to overcome barriers to workplace training by small businesses. Recommendations include involving trade associations and unions, the states, and the Federal Government, and creating a Cooperative Extension model. (KC)

ED 347 330   CE 061 558

Allen, Annamary Zappia
Rethinking Adult Agency Programs: Writing Programs for Older Women.
PUB DATE- 91
NOTE- 17p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; Educational Needs; *Females; *Middle Aged Adults; Needs Assessment; *Older Adults; *Old Old Adults; Participant Characteristics; *Program Development; *Young Old Adults

A senior citizen agency in New York State explored the program development needs of the growing number of older women. Data were collected through telephone surveys of approximately 100 older women randomly selected from lists of present members, former members, and older women who had never been associated with the agency. Respondents were asked their interest in participating in programs addressing health, financial affairs, legal affairs, culture/family traditions, or other topics of choice. Respondents were divided into ages 85 and older, 75-84, 65-74, and 55-64. The study found that women aged 85 and older have no desire to become active participants in any type of program for the elderly. Those aged 75-84 were conservative spenders, would pay only for programs of top quality, and preferred to leave a program with something tangible--a booklet or information packet. This age group preferred expert speakers on "instrumental" topics (such as finance and health) and to socialize while learning through self-directed cassettes or videotapes. Women aged 65-74 were too active and too busy to participate in program development in a leadership role but would attend such programs. They were interested in programs with younger women but not with children. Finally, the 55- to 64-year-old women and their anticipated followers, the aging baby boomers, were already involved in many programs; they were interested in information on caregiving and were expected to continue to be active participants in society. They were able to pay small fees for programs. The study concluded that organizations developing programs for the elderly should be careful not to group them into one category of those over age 55, but to do periodic needs assessments to create programs manufacturing technology programs at Rock Valley College (Illinois). During the year, education design teams consisting of mathematics, communications, science, and technical teachers and a counselor from each of seven participating schools were selected and trained. The teams worked together to develop articulation agreements, collect student information, develop lesson plans, and study the employment needs of manufacturers through employer visits and talks on employment opportunities and employer performance standards. Team members also received 100 hours of training. Presentations were developed to promote tech prep, student surveys were conducted, and articulation agreements were drawn up for articulation between high schools and Rock Valley College. Each participating school submitted an implementation plan for the following year. (Appendixes, which make up most of the document, include copies of the visuals from the publicity presentations, student surveys, model articulation agreements, implementation plans, program evaluation, publications, assessment materials, and lesson plans.) (KC)

ED 347 349 CE 061 590

Tech Prep Degree: Preparing Tomorrow's Workforce. Design, Development and Implementation of a TECH PREP Core Program.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- Oct 91
NOTE- 166p.; A joint project of Tri-County VoTech Region, Quad-City VoTech Region, Black Hawk College, and Western Illinois University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); Community Colleges; Competence; Cooperative Programs; Coordination; *Core Curriculum; Corporate Support; Curriculum Development; Educational Cooperation; Higher Education; High Schools; Institutional Cooperation; Job Skills; Labor Force Development; *Program Development; Program Implementation; School Business Relationship; *Skill Analysis; *Technical Education; Two Year Colleges; Vocational Education
IDENTIFIERS- *Tech Prep

The focus of tech prep at Quad-City/Tri-County Vocational Regions/Black Hawk College was on providing all students with skills for higher education as well as job opportunities. To accomplish this, a comprehensive model applicable to all program areas was implemented to provide sequenced, vocationally and academically integrated, and complementary vocational-technical courses/programs across the secondary, community college, and university levels. A Core Group Planning Committee composed of education and business/industry representatives used the DACUM (Developing a Curriculum) approach to define core knowledge and skills needed by students in three occupational cluster areas: business, human services, and engineering. Private sector representatives worked with academic and technical educators at each of four pilot sites to identify competencies for specific programs. Formalized articulation agreements were signed with Black Hawk College, member schools of the Quad-City/Tri-County Vocational Regions, and two high schools. The model tech prep core curriculum was to be field tested during Fiscal Year 1992. (Appendixes, which make up the bulk of the report, include agendas and minutes of meetings; curriculum review forms; correspondence; inservice practice. Sections 2 and 3 describe the decisions required of senior and middle managers responsible for strategic planning and resource management. Action planning, use of staff time, and determining cost effectiveness are discussed. Sections 4 and 5 provide guidance to managers of program teams and the teams involved in staff and curriculum development. Issues involved include curriculum requirements, practices in other institutions, off-site evaluation programs, staff development for all staff, and creating networking arrangements with other colleges and employers. Appendixes, about one-third of the document, include graphs showing APL and efficiency gain, a college audit questionnaire, information on APL and student services, a flowchart for student information and student services in APL, a chart of stages in the APL process, and a summary of the process in accrediting prior learning. A bibliography lists 31 references. (KC)

ED 347 368 CE 061 613

Huftel, Joseph; Rademaker, William
The Roaring River Bridge Design Project. High-Technology Training Module.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 6 Jun 90
NOTE- 14p.; Developed as part of the High-Technology Training Model for Rural Based Business and Industry, Technical Colleges, and Local and State Educational Agencies.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Construction Materials; *Design; Grade 9; High Schools; *Learning Modules; Money Management; *Problem Solving; *Research and Development; Structural Elements (Construction); Teamwork; Technological Advancement
IDENTIFIERS- *Bridges (Structures)

This training module on the Roaring River bridge design project was developed for a problem-solving unit in a ninth-grade research and development course. This project requires six to seven class periods and requires students to work in teams of two. The project contains the following information: level; time required; description; objectives; content--problem solving, structural stress, types of bridges, and budget/materials specifications/limitations; methodology; student worksheets; resources; and evaluation (125 total points)--bill of materials (20 points), bridge design paper (20 points), craftsmanship (20 points), general design (15 points), and bridge testing (50 points). The following materials are included: a diagram of acceptable and unacceptable construction joints; materials ledger; Roaring River bridge design evaluation; optional problems to be presented to student groups; an outline on the problem-solving process; and a radioactivity problem. (NLA)

ED 347 369 CE 061 614

Tucker, James D.
Troubleshooting of an Electromechanical System (Westinghouse PLC Controlling a Pneumatic Robot). High-Technology Training Module.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 89
NOTE- 27p.; Developed as part of the High-Technology Training

This paper provides a brief implementation guide to assist programs that wish to replicate the project (a literacy tutoring program that sought to determine student needs and encourage student input), as well as an abstract of the project that created it and summaries of the results and participants' responses at two sites. The guide presents information on preparing the interview guide, strategies for recording interview information, suggestions for adapting the interview guide for local conditions, examples of information analysis, and suggested project outcomes--both product and process. Examples from the project are used throughout the guide. A complete interview form is provided, with questions and directions on how to ask the questions and record the results. Summaries of the project results at the two sites indicated that: (1) respondents were satisfied with the program, although one said that the program did not meet her needs; (2) the most common disappointment was tutors who did not show up; and (3) students experienced life changes as a result of the program. Recommendations from participants included increasing and creating more varied hours and perhaps initiating student support groups. (KC)

ED 347 389 CE 061 658

Hodson, Randy; And Others
Customized Training in the Workplace.
SPONS. AGENCY- Ameritech Foundation, Chicago, IL.
PUB DATE- Apr 91
NOTE- 35p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Basic Skills; Communication Skills; Group Dynamics; Job Skills; *Job Training; *Labor Force; Lifelong Learning; *Manufacturing; Organizational Objectives; Postsecondary Education; Skill Development; Small Businesses; Technological Advancement; Vocational Education
IDENTIFIERS- *Customized Training; Japanese Management Techniques

Rapid changes in manufacturing technology and procedures have created a need for additional training for manufacturing workers. Traditional postsecondary vocational training is generally perceived as not adequately meeting this need because vocational training programs quickly become obsolete in the face of rapid workplace change. Customized labor training, typically implemented at the workplace, has been identified as a possible alternative to vocational training. Such training programs are frequently oriented toward specific organizational needs rather than toward general skill development. Based on 65 in-depth interviews with personnel directors, trainers, and students in 20 organizations using customized labor training programs, 3 different settings are specified that entail different background conditions and outcomes for customized training: (1) large, unionized monopoly sector firms that have developed intensive training programs; (2) smaller, periphery sector firms that use state support for training largely as a subsidy to underwrite initial orientation costs for workers; and (3) new starts, many of them Japanese owned, that substitute training in communication skills and group processes for training in specific job skills. The implications of these different settings for the future of customized labor training are discussed. (56 references) (Author/NLA)

ED 347 390 CE 061 659

disaster-related behaviors, to explain phases of such behaviors, and to outline postdisaster intervention strategies for mental health problems. The pamphlet is divided into these sections: (1) basic concepts in understanding disaster behavior, focusing on stress resulting from the crisis, social supports at the time of the crisis, and coping skills of the individual victim; (2) phases of disaster-related behaviors, illustrated by a table listing typical reactions to stress for preschoolers, latency age children, preadolescents and adolescents, adults, and senior citizens; and (3) postdisaster intervention strategies for mental health problems in the acute phase, including special mental illness, drug abuse, and alcohol problems and disaster worker stress. (Author/ABL)

ED 347 408   CG 021 474

Lockwood, Anne Turnbaugh
Support Groups: Diverse Programs for Diverse Needs.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 6p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adolescents; Counseling Techniques; Drug Abuse; *High Schools; Pregnancy; School Counseling; *School Responsibility; *School Role; *Social Support Groups; *Student Problems; Suicide

This resource bulletin focuses on problems in the lives of adolescents that affect students' engagement in schoolwork (drug abuse, teenage pregnancy, the increasing adolescent suicide rate) and considers the school's role with and responsibility for troubled students. It looks specifically at the high school's use of support groups to help such students by summarizing the results of interviews with guidance and student services personnel in a large suburban high school and a private high school in a moderate-size city. The summaries illustrate how support groups function and what types of groups work in diverse settings. Discussed are support groups for: (1) students recovering from alcohol or drug abuse; (2) students from divorced families, single-parent homes, and stepfamilies; (3) students with low self-esteem; (4) students who are grieving following a death; (5) learning disabled students; (6) students with eating disorders; (7) anxious or phobic students; (8) depressed students; (9) students formerly institutionalized in psychiatric facilities; and (10) students suffering from test anxiety. Providing another perspective are comments from Stephen Elliott, assistant professor of educational psychology at the University of Wisconsin-Madison and a nationally recognized figure in the field of school psychology. A selected bibliography on support groups is included. (NB)

ED 347 409   CG 024 337

Myrick, Robert D.; Sorenson, Don L.
Peer Helping: A Practical Guide.
PUB DATE- 88
NOTE- 127p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)

various signs of pregnancy. The teenage parent module discusses consequences of childbearing and early childbearing and lists health risks to teenage mothers and their babies. The prenatal care module describes tests for mothers and babies and looks at diet and exercise during pregnancy. The module on the birth of a baby presents various aspects of labor and delivery. The postpartum module explains what to expect after the baby is delivered. The last three modules focus on child care and safety, the availability of social services, and child development. Vocabulary words and an answer key to pre- and post-tests are appended. (NB)

ED 347 428 CG 024 356

Rapaport, Ross J.
Student Self-Reflection on Alcohol Consumption: A Writing Assignment.
PUB DATE- 92
NOTE- 10p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Alcohol Abuse; College English; College Programs; College Students; *Drinking; *Freshman Composition; Higher Education; Prevention; *Self Evaluation (Individuals); *Student Attitudes; Student Behavior; *Writing Assignments

This document describes a form of curriculum infusion for college instruction in which information about alcohol and other drug problems relevant to the content of a course is provided and related assignments are made. Specifically, the paper focuses on an English writing assignment that involved student self-reflection on his or her use or non-use of alcohol. The assignment described was given by 2 volunteer instructors to 117 students in 4 freshman English composition classes. The assignment itself is presented in this paper, along with instructor and student evaluations of the assignment. The evaluations were obtained through questionnaires concerning the impact of the assignment; the questionnaires were completed by both instructors and 92 of the students a few weeks after completion of the assignment. It is noted that the instructors thought the assignment was worthwhile and that it caused students to think about or evaluate the role of alcohol in their lives. The summary of student evaluations and excerpts from student evaluation forms illustrate that the students also saw the assignment as worthwhile; 97% of the students reported that the assignment should be repeated in future composition classes. A brief discussion section provides suggestions for implementing such an assignment and emphasizes the value of an intentional self-reflection component to efforts to educate students about the hazards of alcohol misuse. (NB)

ED 347 429 CG 024 357

Tabone, Christopher; And Others
Why Do Women Accept the Rape Myth?
PUB DATE- Apr 92
NOTE- 9p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (63rd, Boston, MA, April 3-5, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beliefs; *College Students; *Females; Higher Education; *Rape; Self Esteem; *Student Attitudes

plan; (5) visualizing; and (6) being determined and persistent. Chapter 5 identifies six keys to success, organized under the headings of Peace of Mind; Health and Energy; Loving Relationships; Financial Freedom; Worthy Goals and Ideals; and Personal Fulfillment. At the end of each chapter are two or three exercises designed to reinforce the contents of the chapter and to help readers apply the information to their own lives. The book includes appendices containing additional worksheets on daily, weekly, and monthly goal statements. (NB)

ED 347 448   CG 024 377

Drew, Naomi
Learning the Skills of Peacemaking. An Activity Guide for Elementary Age Children on Communicating, Cooperating, Resolving Conflict.
PUB DATE- 87
NOTE- 176p.; Foreword by Yogesh K. Gandhi.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Children; *Conflict Resolution; Counseling Techniques; Elementary Education; Elementary School Students; Interpersonal Communication; *Peace; Self Concept; Teaching Methods

This guide discusses bringing the skills of peacemaking to life for children. It focuses on four major components: accepting self and others; communicating effectively; resolving conflicts; and understanding intercultural differences. Peacemaking skills are presented in three stages with each stage integrating lessons in these four concept areas. Stage I is "Peace Begins with Me," Stage II is "Integrating Peacemaking," and Stage III is "Exploring Our Roots and Interconnectedness." Each stage is multi-graded. This guide uses many methods to teach peacemaking skills, such as playacting; creative writing; story-reading; music; the arts; and classroom discussion. After an introduction, sections on using the guide and the Win/Win guidelines are presented. There are 56 lessons in all, covering such topics as: (1) defining conflict resolution; (2) the basic needs of people; (3) "peace starts with me"; (4) connecting to the world around us; (5) being different is OK; (6) different flags of different lands; (7) building a "Civilization of Love"; (8) global issues--a group brainstorming session; (9) the ladder of peacemaking; (10) finding solutions to world conflict; (11) role reversals in world conflict; and (12) commitments for the future. Interspersed among these lessons are 11 sample bulletin boards illustrating various aspect of peacemaking. A bibliography is included. Also included are lists of books for parents, teachers, and children; records and tapes; newsletters and pamphlets; and resource organizations. (ABL)

ED 347 449   CG 024 378

Youngs, Bettie B.
A Stress-Management Guide for Young People.
PUB DATE- 91
NOTE- 98p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Adolescents; *Anxiety; *Coping; Relaxation

recipient of unwanted sexual advances. Researchers have begun to study changes in these gender roles. This study was designed to determine whether this trend extends to behavior within sexual disagreement situations. Subjects were 139 male and 159 female unmarried heterosexual undergraduate students enrolled in an introductory class. Subjects provided information on a situation involving either a man's or a woman's desire for a higher level of sexual activity than their partner. Subjects reported more male initiated disagreement interactions (i.e., in which the man desired the higher level of sexual activity), although the majority reported female initiated disagreement interactions. For the most part, men and women used similar verbal and nonverbal behaviors to influence a date. Two exceptions were noted: men were more likely than women to verbally comply with a refusal and to stop all physical contact after a refusal. Also, subjects tended to view their own influence behavior in more positive terms than their partner's behavior. (ABL)

ED 347 468   CG 024 398

Polanco, Mary Liz
Factors Identifying Successful Adolescent Career Awareness Programs.
PUB DATE- Mar 92
NOTE- 55p.; Master of Education Professional Paper, Texas Woman's University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adolescents; *Career Awareness; Career Counseling; Parent Role; *Program Effectiveness; School Community Relationship; Secondary Education; Secondary School Students

Helping adolescents make successful career decisions has been the concern of the education system, with a variety of methods being tried over the years. A literature review indicated that there are a number of successful programs giving adolescents a good basis from which to make career choices. State and national levels contribute funding and resources for career awareness programs. At present, several states are passing legislation to create more of these state-wide programs. There is, however, no central location for information on current programs on adolescent career exploration. School systems, which have been the natural setting to train future workers, experiment with programs that offer experiential learning, career resource centers, and peer counseling. There are two major weaknesses of these types of programs: there is not enough time during normal school hours to reach the majority of students; and many teachers are not trained to teach career awareness programs. Parents are involved with the programs they operate themselves. The community-business-education alliance seems to offer more programs for student involvement. These programs offer the most diversity and have the greatest number of participants. What is needed is a national resource center that would act as a clearinghouse for any information regarding career exploration/guidance, funding opportunities available, training guides, and community involvement programs. (ABL)

ED 347 469   CG 024 399

SD Governor's Task Force on Children's Justice Report.
SPONS. AGENCY- National Center on Child Abuse and Neglect (DHHS/OHDS), Washington, D.C.

NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Career Development; *Career Guidance; *Competency Based Education; Elementary Secondary Education; Financial Support; State Programs
IDENTIFIERS- ERIC Digests; *National Career Developmental Guidelines

The National Career Development Guidelines is one of several initiatives that has supported the expansion of state-level career development capacity and comprehensive, competency-based career guidance programs in various local program settings. This initiative, sponsored by the National Occupational Information Coordinating Committee (NOICC), has provided leverage funding to states to support the development and improvement of comprehensive career development programs. The Guidelines focus on three broad areas of program excellence including program participant competencies, organizational capabilities, and personnel requirements. Participant competencies and indicators are organized around three areas including self-knowledge, educational and occupational exploration, and career planning. Elementary, middle, high school, and adult levels are addressed. (ABL)

ED 347 494 CG 024 494

England, Joan T.
Pluralism and Education: Its Meaning and Method. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Multicultural Education; *School Role
IDENTIFIERS- ERIC Digests; *Pluralism

Pluralism can be defined as a society in which members of diverse ethnic, racial, religious, and social groups maintain participation in and development of their traditions and special interests while cooperatively working toward the interdependence needed for a nation's unity. Pluralism is being practiced, taught, and expanded in community, preschool, elementary, high school, and college campus programs. (ABL)

ED 347 495 CG 024 495

Bloland, Paul A.
The Professionalization of Student Affairs Staff. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- College Students; Higher Education; *Student Personnel Services; *Student Personnel Workers
IDENTIFIERS- ERIC Digests

It is time for the field of student affairs to put aside its four-

and 12 teachers' manuals for teaching the Chinese language. The paper concludes that children learn to speak Mandarin as they learn to read and write, and that the same materials are used to teach reading, writing, listening, speaking, and handwriting through a multi-modal approach. The paper notes that two methods for teaching Chinese characters are used: the Contextual Teaching approach and the Concentrated Drill method. (Two tables of Chinese characters, 1 table of data, and 27 footnotes are included; a list of the manuals and texts studied is attached.) (RS)

ED 347 515 CS 010 996

McGuire, Sandra L.
Non-Ageist Picture Books for Young Readers: An Annotated Bibliography for Preschool-Primary Level.
PUB DATE- 92
NOTE- 25p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Age Differences; *Aging (Individuals); *Aging Education; Annotated Bibliographies; *Childhood Attitudes; *Childrens Literature; Older Adults; *Picture Books; Preschool Education; Primary Education; *Reading Materials; Reading Material Selection
IDENTIFIERS- Trade Books

Noting that early children's literature plays a major role in the development of children's attitudes, this annotated bibliography lists over 100 early childhood picture books which contain positive portrayals of older adults. The books selected portray aging as a natural and lifelong process of growing and developing; present similarities between old and young, as well as show young and old enjoying each other and learning from each other; and view older people as valuable and contributing members of society. Each annotation provides a brief summary of the story and the aging concept illustrated, and indicates grade level, publisher, and cost. The list does not include books that deal extensively with illness, disability, and death, since such topics are not necessarily synonymous with aging. (SR)

ED 347 516 CS 011 001

Haber, Tania Nicole
A Program for Improving Reading Comprehension Skills for Average Ability Third-Grade Students.
PUB DATE- May 92
NOTE- 41p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Critical Thinking; Grade 3; Instructional Improvement; Primary Education; *Reading Comprehension; *Reading Improvement; *Reading Instruction; Reading Strategies; Thinking Skills

A practicum addressed the problem of poor reading comprehension of average ability third graders in a southeastern U.S. elementary school. The target group consisted of 24 third-grade students from a low socio-economic background. The reading program was initiated to improve reading comprehension skills. The average test score on the basal reading unit test for the group was 74.3%. The strategies for improving comprehension included: group-assisted reading, corrective feedback, emphasis an overview, it discusses effective design, anatomy of a page, type, designing tools (organizational tools, text organizers, emphasizing tools, and graphics, presented with some do's and don'ts), and a list of other items to consider. Three appendixes contain a brief glossary of type, an article by Mark Beach called "Paper in the Short Run: A Simple Guide to Paper Choices for Newsletters, Brochures, and Flyers," and an explanation of 20 trends in newsletter design. (SR)

ED 347 536 CS 213 429

Davis, Kevin
How Teacher Opinions about Writing Instruction Correspond with Student Attitudes about Writing.
PUB DATE- 87
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Higher Education; *Student Attitudes; *Teacher Attitudes; Teacher Response; Teacher Role; *Teacher Student Relationship; Theory Practice Relationship; Writing Apprehension; *Writing Instruction; Writing Research
IDENTIFIERS- Composition Theory; Student Surveys; Teacher Surveys

The personal attitudes of a writing instructor are often much more important than the pedagogical orientation, and certain teacher attitudes seem to affect student performance and attitude more than others. Research on writing apprehension shows a correlation between attitude and writing. Several theorists have postulated that the sources of students' attitudinal obstacles can be traced to the teacher's actions. However, the answer to the question, "Which teacher opinions have the greatest effects?", is a little more elusive. To explore this question, a correlational study was undertaken. Based on data collected at a small liberal arts college during a fall semester, changes in both student and teacher attitude were compared. A total of 121 students, 23 from basic writing and 98 from composition, took both entrance and exit attitude surveys. Scores from all seven sections improved as the semester progressed. In addition, the six faculty members (one teacher taught two sections) responded to an opinionnaire. In three of four areas measured, the correlation between teacher and student attitude occurred regularly. These findings suggest that certain attitudes, such as concern with individual writers' development, an understanding of the flexibility of language, and a desire to de-emphasize grades, rules, and rigid formats, facilitate better student attitudes. (Four tables are included; 17 references are attached; and samples of the Reigstad and McAndrew "Writing Attitude Scale" and the Gere, Schuessler and Abbott "Composition Opinionnaire" used in the study are appended.) (HB)

ED 347 537 CS 213 431

Evans, Peter J. A.
Stages in Writing Maturation Grades 4-12.
PUB DATE- Jun 92
NOTE- 72p.; Revised version of a paper presented at the Annual Meeting of the National Council of Teachers of English (81st, Seattle, WA, November 22-27, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

in postwriting skills. The results also demonstrated increased positivism toward the efficacy of learning and applying the conventions of standard English to students' writing. Conclusively, students benefitted from the strategy of peer collaboration and relevant grammar instruction provided in the context of students' writing. (Eight appendixes--surveying, monitoring, and testing instruments and student data--and 20 references are attached.) (Author/PRA)

ED 347 555 CS 213 456

Marchesani, Richard J.
Using Portfolios for More Authentic Assessment of Writing Ability.
PUB DATE- 92
NOTE- 55p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Holistic Evaluation; Junior High Schools; *Portfolios (Background Materials); Student Attitudes; *Writing Attitudes; *Writing Evaluation; Writing Improvement; *Writing Processes; Writing Research
IDENTIFIERS- Authentic Assessment; *Performance Based Evaluation; *Teacher Student Conferences

A practicum sought to improve student writing and student attitude towards writing through a performance-based assessment which featured peer and teacher conferencing, holistic grading, and publication of material written by students. The practicum involved seventh and eighth graders and five teachers who instituted all aspects of the writing process from prewriting to evaluation. The 12-week writing program encompassed all four types of writing, provided folders for all students, outlined procedures for peer and teacher conferencing, conducted summative evaluations among teachers, enacted a letter-writing project among students, arranged for the collection and sealing of student folders for teacher assessment in the next academic year, and conducted summative evaluation surveys at the conclusion of the program. Analysis of the survey and evaluation of teacher discussions revealed a substantial increase in student participation in writing as well as an improved attitude by the students about writing. Use of holistic grading procedures brought about a greater awareness by teachers of this type of evaluation and provided a greater spectrum of positive grades from the students participating. Overall teachers and students generated a more positive outlook about writing in general and of portfolio assessment in particular. (Two tables of data are included; four appendixes--the Teacher and Student Surveys on Writing, the Teacher Summative Evaluation of Program, and the Post Project Student Survey--are attached.) (Author/PRA)

ED 347 556 CS 213 457

Martin, Judy L.
Research on Writing Instruction: Confronting Ambivalence in the System.
PUB DATE- Mar 92
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

Candelaria); "Walt Whitman's 'When Lilacs Last in the Dooryard Bloom'd'" (V. D. Ricks); "Thornton Wilder's 'The Bridge of San Luis Rey'" (J. Bishop); "Thornton Wilder's 'Our Town'" (N. Curtis and others); "Medieval and American Ballads" (N. Michaelis); and "Medieval Romance" (T. Reynolds). (NKA)

ED 347 572 CS 213 549

Brand, Alice G.
Portfolio and Test Essay: The Best of Both Writing Assessment Worlds at SUNY Brockport. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - General (140)
DESCRIPTORS- College Outcomes Assessment; Higher Education; *Portfolios (Background Materials); Student Needs; Student Placement; Undergraduate Students; *Writing Evaluation; Writing Tests
IDENTIFIERS- Alternative Assessment; ERIC Digests; *State University of New York Coll at Brockport

The principal goals of the State University of New York (SUNY) Brockport's large-scale writing assessment are to determine if a writing program actually helps students to write better and, if so, whether that growth can be measured during the college years. Portfolio assessment has become an attractive alternative to single-test essay at SUNY Brockport. If such an assessment technique seems premature at the placement level, once students are on campus portfolios make sense as an outcomes measure. A commonplace phenomenon confounds the writing program at Brockport: well over 1,000 transfer students (with markedly uneven writing skills) enter every year. A second tier of required writing was established at the "rising-junior" (second semester sophomore and incoming transfer students). In the absence of resources to support multiple measures of writing, alternating the single-test essay and portfolio offers the best of both worlds. (RS)

ED 347 573 CS 506 266

Naka, Makiko
A Developmental Study on Production of Refusals.
PUB DATE- 30 Jun 86
NOTE- 8p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioral Development (9th, Tokyo, Japan, July 12-16, 1987).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavioral Science Research; Communication Research; Elementary Secondary Education; Higher Education; *Interpersonal Communication; *Language Usage; Pragmatics; Role Playing; *Speech Acts; Speech Communication
IDENTIFIERS- Communication Behavior; *Communication Strategies; *Indirect Refusals; Indirect Speech; Students as Subjects

A study investigated how people make indirect refusals ("You don't need to move the bookcase" meaning "No, I won't help you move it"), and the types of information used to do so. Two experiments were conducted. The first asked 130 students

National Debate Tournament (NDT). One area in which CEDA differs is that of judge qualifications. At present CEDA is moving towards using more lay judges, while NDT has more strict requirements. It would be interesting to use two judges in a tournament, one lay and one professional, keeping a separate tab for each and comparing their results. Another way in which CEDA differs from NDT is the fact that certain regions of the United States are doing a kind of debate that does not even resemble CEDA as it appears in other regions. Furthermore, directors are selecting tournaments based on the kind of debating they support. Because of this, many CEDA debaters are beginning to request the judges' preference or paradigm before beginning the tournament. The problem with this approach is that some teams do the opposite of what the judge likes and offend the judge. If both teams ignore the judge's preference, the judge is caught in a bind according to the current rules, as he or she must select a winner. A tournament philosophy page which accompanies the invitation is a better way to help debaters and judges better understand the expected environment of the specific tournament. Since the judge is the main agent for controlling abuse in debates, they should be more involved in policing the debates. The critic holds the future of debate in his or her hands, and should not take the responsibility lightly. (PRA)

ED 347 591 CS 507 865

Li, Jing
Information Exchange: The Core Concept of Uncertainty Reduction Theory.
PUB DATE- 4 Apr 92
NOTE- 36p.; Paper presented at the Annual Sooner Communication Conference (Norman, OK, April 4, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Research; Higher Education; *Intercultural Communication; Literature Reviews; Models; Research Methodology
IDENTIFIERS- *Information Exchange; Research Suggestions; *Uncertainty Reduction

This paper presents a research prospectus on using uncertainty reduction theory in intercultural communication. After a comprehensive review of the literature on uncertainty reduction, it is found that although information exchange is an important process in uncertainty reduction, it has long been neglected in previous studies. In the paper, after a critique of previous studies, new assumptions are generated which formulate a new framework of information exchange in uncertainty reduction. It is maintained that the framework is intended as an alternative way to study uncertainty reduction in intercultural communication, and various hypotheses are generated to test the framework. Possible research topics which are based on this new framework are also suggested. One figure is included; 46 references are attached. (PRA)

ED 347 592 CS 507 869

Basil, Michael D.
Attention to and Memory for Audio and Video Information in Television Scenes.
PUB DATE- 24 May 92

IDENTIFIERS- *Cincinnati Public Schools OH

Cincinnati (Ohio) has established a collaborative effort between the private sector, the Cincinnati Public Schools, and public elected officials for the purpose of reducing dropouts and reducing youth unemployment. Started in 1986, the Cincinnati Youth Collaborative (CYC) immediately began to study relevant data from the schools, defined at-risk students, and decided on new data collection needs. Next, they studied the indicators that often identified potential dropouts, the policies and procedures that were in effect regarding these students, and the existing resources that are available. A detailed list of intervention strategies and approaches is discussed, for example, a higher education information center, a jobs network, a dropout recovery program, a leadership development training for teachers and administrators, and tutoring. Funding sources and a list of expenditures were included. The goals of the collaborative were defined as establishing a director to manage the CYC and the initiation of community involvement and education activities. Appendices are available upon request. (LMS)

ED 347 611 EA 020 277

Elementary and Secondary Education: A Summary of the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988, Public Law 100-297. CRS Report for Congress.
PUB DATE- 22 Jun 88
NOTE- 67p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adult Education; Bilingual Education; Disadvantaged; *Educational Policy; Elementary Secondary Education; *Federal Aid; Federal Indian Relationship; *Federal Legislation; *Federal Programs; Gifted; *Government School Relationship; Parent Education; Program Improvement; Resource Allocation; Second Language Instruction; Telecommunications
IDENTIFIERS- Elementary Secondary Education Act; *Hawkins Stafford Act 1988

The Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988 (P.L. 100-297) amend most previously authorized programs of federal aid to elementary and secondary education, and authorize several new programs, most of which are consolidated into an amended version of the Elementary and Secondary Education Act of 1965 (ESEA). Under P.L. 100-297, the Chapter 1 Program of education for disadvantaged children is amended to update the allocation formula, encourage greater parental involvement, expand evaluation requirements, and provide incentives for program innovation and improvement. Among the new federal assistance programs authorized in P.L. 100-297 are the following: amendments in the Bilingual Education Act to increase flexibility in instructional techniques; new priorities in the impact aid program; revisions in Indian and Native Hawaiian education; revised auditing procedures for the Department of Education; programs for dropout prevention and secondary school basic skills improvement; parent education programs for disadvantaged children; aid for educational telecommunications networks; a foreign language education program; a program for education of gifted and talented children; and a number of new adult education programs. (Author/TE)

ED 347 612 EA 020 997

useful organizer for the study of leadership responses to desegregation. The changes in school governance reflected the racial and ethnic diversity that had been unacknowledged. The shift from a superintendent-dominated to a factional district contributed to decreased superintendent autonomy and increased board member interference. Alignment between the community and school governance appeared to come from a stable core of consistent voters who were committed to the survival of the system. A conclusion is that as demographic and economic forces bring change to American schools, an understanding of conflict management and the change process is increasingly important. (16 references) (LMI)

ED 347 631 EA 024 044

Livingston, Carol, Ed.
Teachers as Leaders: Evolving Roles, NEA School Restructuring Series.
PUB DATE- Apr 92
NOTE- 168p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Collegiality; Educational Cooperation; Elementary Secondary Education; *Instructional Leadership; Leadership; Teacher Influence; *Teacher Participation; *Teacher Role

The phenomenon of teacher leadership in changing schools is explored in this book. Following a foreword by Robert McClure and an introduction by Carol Livingston, part 1 provides an indepth examination of teacher leadership as it exists in practice and of teachers' aspirations. The five chapters are based on a series of independent case studies conducted in the United States and Canada. All the case studies share a focus on the nature and contribution of teacher leadership in school change. They include: "Working Together: Teacher Leadership and Collaboration," by Patricia A Wasley; "Empowerment through Leadership: In the Teachers' Voice," by Carolyn Fay; "Becoming a Change Facilitator: The First-Year Experience of Five Teacher Leaders," by Ann Kilcher; "Teacher Leadership in a Renewing School," by Lynne Miller; and "Leading, Learning, and Leaving," by Susan Walters with Cynthia Guthro. In part 2, two advocates for teacher collaboration and leadership in learning-centered schools reflect on the previous chapters. Integrating theory and practice concerns, they outline current knowledge on teacher leadership and speculate on its future. Their contributions include "Teacher Leadership: What Are We Learning?" by Ann Lieberman; and "A Vision of Teacher Leadership," by Eliot Wigginton. References accompany each chapter. (LMI)

ED 347 632 EA 024 058

Making Small Groups Productive.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 17p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials

effectiveness, and combine theory with practice. A conclusion is that differences among countries are due not only to contextual factors, but to conceptual/methodological problems. The third section describes studies being conducted by the International Association for the Evaluation of Educational Achievement (IEA) and the Educational Testing Service (ITS). Conclusions are that secondary analysis of available international databases is useful to illustrate the differences among countries in terms of educational outcomes and determinants of educational effectiveness, and that international studies are strong in outcome measurement, but weak in determining factors at different levels. The concluding section suggests that school effectiveness research needs to develop a multilevel, multifactor framework that utilizes outcome-oriented measurement. Five tables and three figures are included. (15 references) (LMI)

ED 347 652 EA 024 096

Creemers, Bert
Administration and Educational Effectiveness: Some Experiences in The Netherlands.
PUB DATE- Apr 92
NOTE- 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Boards of Education; *Decentralization; *Educational Administration; Elementary Secondary Education; Foreign Countries; Governance; *Government Role; *Government School Relationship; School District Autonomy; *School Effectiveness
IDENTIFIERS- *Netherlands

The ways in which the educational structure in The Netherlands has consequences for educational administration are described in this paper. The introduction discusses the concept of educational effectiveness and stresses learning outcomes as a primary goal and the next section outlines the structure of The Netherlands' educational system, particularly the administrative aspect, which is characterized by educational freedom and central regulation with decentralized execution. The final part offers experiences that illustrate the relationship between the administrative bodies and educational effectiveness. The push for decentralization may catch many principals unprepared for their new roles of greater responsibility, which raises the question of whether to grant greater principal authority or provide more staff development. The paper raises the question of whether there is some influence of higher administrative bodies, such as school boards, on educational effectiveness. A conclusion is that student-teacher interaction in the classroom is the most important factor in student learning outcomes. The contributions of other levels in education by providing and facilitating conditions for what happens on the classroom-level is fairly small. (6 references) (LMI)

ED 347 653 EA 024 097

Bernas, Thomas G.
Documenting the Implementation of School Based Management/Shared Decision Making in a Non-Chapter 1 Elementary School.

schools not directly managed by those towns. Methodology involved analysis of enrollment records and MEA scores of 5,650 11th-graders in 6 town tuitioning regions for the years 1985-91. Of the 60 towns in the 6 regions, 13 had enrollment changes of greater than 10 percent consistent with the hypothesis; 5 had enrollment changes of greater than 10 percent in the opposite direction; and 16 had changes of enrollment less than 10 percent. The findings offer insufficient evidence to support the policy claims made in the Bush Administration's America 2000 plan. Seven tables and seven figures are included. Appendices contain MEA scores for 1986-86 by high school and an enrollment report form. (LMI)

ED 347 673 EA 024 119

Leithwood, Kenneth; And Others
Superintendents' Group Problem-Solving Processes.
PUB DATE- Apr 92
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992). Faint print in Table 3 may not reproduce adequately in paper copy.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Effectiveness; *Collegiality; Elementary Secondary Education; Group Dynamics; Interprofessional Relationship; Leadership; *Participative Decision Making; *Problem Solving; Professional Development; *Superintendents

Findings of a study that examined the collaborative problem-solving processes used by superintendents are presented in this paper. Based on information processing theory, the study utilizes a model composed of the following components: interpretation; goals; principles and values; constraints; solution processes; and mood. Data were derived from stimulated-recall interviews conducted with seven superintendents with reputations of effectiveness. Participants were asked about the group problem-solving processes involved in a previously audiotaped meeting with their senior administrative colleagues. Findings indicate that the superintendents placed problems in a broader context, procured majority participation, were reflective, fostered organizational learning, and sought the best group solution. (66 references) (LMI)

ED 347 674 EA 024 121

Smrekar, Claire
Building Community: The Influence of School Organization on Patterns of Parent Participation.
PUB DATE- Apr 92
NOTE- 51p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Organization; *Community; Elementary Education; Governance; Institutional Characteristics; *Parent Participation; School Administration; *School Organization; *Social Class
IDENTIFIERS- *Cultural Capital; Empowerment

of a subsample of 532 schools in the original HS&B sample of 1,015 schools and provided 2,704 usable teacher surveys. Structural equation modeling, particularly the LISREL statistical program, was used to generate two classes of constructs: (1) outcome constructs, which looked at teachers' perceptions; and (2) predictor constructs, which indicated teachers' assessments of school culture. Findings indicate that relational constructs were the most important predictors of teachers' dispositions toward their work. Supraschool factors were major determinants of the quality of teachers' relations with administrators, staff, and students. Recommendations are made to establish a caring school community, to provide supportive school leadership, and to promote school initiatives that encourage shared decision-making and professional interaction. Four figures and three tables are included. The appendix lists the constructs and their indicators. (43 references) (LMI)

ED 347 694   EA 024 146

Fowler, William J., Jr.
What Should We Know about School Finance?
PUB DATE- Mar 92
NOTE- 19p.; Paper presented at the Annual Meeting of the American Education Finance Association (New Orleans, LA, March 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Data Collection; *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; Financial Exigency; *Fiscal Capacity; *Research Problems; School District Spending; State Courts; State School District Relationship

After a decade of dormancy there is suddenly a great interest among educators and policy-makers in public school finance, spawned by: successful court decisions in several states overturning existing state public school finance formulas; a popular book alleging more severe educational segregation than in 1954; congressional proposals for school finance studies; national education goals; and financial exigencies of a prolonged recession. This paper explores the disparity between the types of school finance questions that have been recently raised by these developments and the ability of any national data collection based upon existing state administrative records to address those questions. The paper examines a proposal for new collection mechanisms and the collection of extraordinary fiscal data compared with extant collections, and assesses the improvement in the ability to answer policy-analytic questions. Eight tables and one figure are included. (19 references) (Author)

ED 347 695   EA 024 147

Fowler, William J., Jr.
What Are the Characteristics of Principals Identified As Effective by Teachers?
PUB DATE- Apr 91
NOTE- 46p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991). Faint type in text, pages 1-16.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires,

guided caregivers through pertinent stress relieving coping skills derived from strategies and techniques of appropriate parent training during the 1-hour monthly home visitations. The caregivers were encouraged to improve their relationship with the infants by utilizing positive responses through knowledge of normal infant development. Additionally, parent educators and volunteers facilitated monthly group support and parent awareness education sessions designed to increase the access to appropriate community resources. The outcomes of practicum implementation cited increases in many relationship-building behaviors. Parent educators and child protection workers reported that each caregiver demonstrated an increased usage of identified coping behaviors. Post-evaluations indicated that all caregivers improved their relationship with the care receiving infants. Additionally, 3 of the 10 caregivers increased their access from 4 community resource services to 6, 3 others increased their usage from 3 to 5, and the remaining 4 increased their usage of community resource services from a minimum of 2 to a maximum of 7. Through encouragement and understanding, primary caregivers of prenatally substance exposed infants were able to develop nurturing mother and infant bonding relationships. (Author)

ED 347 715 EC 301 326

Saravanabhavan, R. C.; Marshall, Catherine A.
The Older American Indian with Disabilities: Implications for Providers of Health Care and Human Services.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Oct 91
NOTE- 39p.; Paper presented at the Annual Meeting of the National Forum on Research in Aging (8th, Lincoln, NE, October 4-5, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aging (Individuals); American Indian Reservations; *American Indians; Delivery Systems; *Disabilities; Health; Individual Needs; *Older Adults; *Quality of Life; *Rehabilitation; Socioeconomic Status; Urban Population

This review of the literature on older American Indians with disabilities examines the "early" aging of American Indians compared to the general population. It discusses the situation of American Indians on reservations, focusing on their socioeconomic conditions; education, housing, and transportation; health conditions; and service delivery. Aging American Indians in urban settings are then discussed in terms of disability status and functional limitations, health care and human service needs, education and employment, and quality of life. The review indicates that American Indians age faster than the general population, experiencing limitations in daily functioning at earlier ages than non-Indian populations. The aging American Indian is faced with poverty, poor health, and difficult living conditions. Recommendations are made regarding the health care and human service needs of older American Indians with disabilities. (Approximately 40 references) (JDD)

ED 347 716 EC 301 327

Greenwood-Logsdon, Marsha
Which Sign Language System Should Be Used with Young Deaf

Educational Outcomes in the areas of model development, survey of state practice, information exchange, solutions to technical and implementation issues, and analysis of existing databases. The first section reviews educational reform in the United States and examines lessons from research reform, ideas from past reform, and the reform movement of the 1990s including implications for students with disabilities. The second section addresses current practice and definitions of outcomes and indicators as well as six current models of educational indicators. The third section identifies critical issues in developing a comprehensive system of outcome indicators related to: conceptual development; methodology; data analysis, interpretation, and policy making; and monitoring and changing the system. Considered next is the current status of outcome indicator activities in policy groups including general education outcomes activities (and implications for students with disabilities) and special education. The current status of outcome indicators activities is then summarized for general education (five states) and special education (11 states). The conclusion is followed by a listing of approximately 100 references. (DB)

ED 347 734 EC 301 345

Madson, David P.; And Others
Synthesis Report Update 1992: Policy Groups and Reports on Assessing Educational Outcomes. Synthesis Report 2.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Apr 92
NOTE- 47p.; For related documents, see EC 301 343-344. This document updates EC 301 344.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Disabilities; Educational Change; Educational Practices; Educational Trends; Elementary Secondary Education; Information Sources; Models; *Outcomes of Education; *Policy Formation; *Program Development; *State Standards; *Testing; Trend Analysis

This report updates information on a previous synthesis of information currently available on the development of educational outcomes and a system of indicators for students with disabilities. Specifically, it provides information on the key national policy groups involved in outcomes-related activities and on key reports that have been produced during the past year. Noted is a trend away from complaints about the status of education toward identification of educational standards, the consideration of national standards and testing, and the investigation of alternative approaches to assessment. In some cases special education was identified as having a leadership role to fulfill in suggested educational reforms. Activities of 15 groups are then individually summarized followed by summaries of 15 major reports issues in 1991. These covered such areas as: state indicators of science and mathematics education; improving the National Education Data System; an examination of what the world of work requires of schools; the National Education Goals Report for 1991; a standardized tests and testing reform; and a system for teaching and assessing employability skills. Appended is the text of congressional testimony by the Council for Exceptional Children on the work of the National Council on Education Standards and Testing and testimony of the National Center on

"Pi Omega Pi--Becoming Professional" (Karl J. Nelson). Articles in the fifth issue are as follows: "The Law Office Team" (Alice Callum); "Skill Center Accrediation: Impact on Educators and Economic Community" (Interviews with Ronald Wroblewski); "MBEA Board Proposes Changes" (Lilly Hall et al.); and "Third Grade Keyboarding: Business and Elementary Teachers Working Together" (Cinda Shanks). Information also is provided about statewide and other conventions, legislation, and position statements by the association and other organizations. (KC)

ED 347 275 CE 061 212

School-to-Work Transition: An Evaluation Report on 1990 Youth Employment and Training Programs.
PUB DATE- Jan 91
NOTE- 45p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Basic Skills; Educational Legislation; Education Work Relationship; Federal Legislation; Federal Programs; High Schools; Job Skills; Program Descriptions; *Program Effectiveness; Program Evaluation; *Remedial Programs; State Legislation; State Programs; Student Participation; *Summer Programs; Work Experience; *Youth Employment; *Youth Programs
IDENTIFIERS- Job Training Partnership Act 1982; *Minnesota; *Summer Youth Employment Program

Funded by the federal government under Title II-B of the Job Training Partnership Act, Minnesota's 1990 Summer Youth Employment and Training Program (SYETP) served 6,138 young people. The state Minnesota Youth Program (MYP) was authorized by the Youth Employment Act of 1977 and delivered in conjunction with the federally funded SYETP. Surveys were conducted in four Service Delivery Areas (SDAs) during fall 1990. The surveys evaluated the remedial education component of the program by interviewing instructors and youth participants. In general, the summer remedial programs were designed to combine basic skills and job skills instruction for high-risk and economically disadvantaged students and potential dropouts. They focused on teaching self-worth and personal responsibility. Participants in all four programs were paid, some for work and some for both class time and work. Reactions to the programs were generally positive. Each of the programs is described and the one or two appendixes that follow these narratives may include achievement test scores, evaluation results, and course descriptions. Appendixes to the report, as a whole, amounting to approximately one-half of the document, include SYETP and MYP statewide summaries of participant characteristics; statistical profiles of the young people served by SYETP and MYP in the 17 SDA programs--total participants, age groups, race/ethnic groups, education group, at-risk group, program activity; SDA service delivery map; and SDA local information. (YLB)

ED 347 276 CE 061 222

Lembo, Beverly F.
The Development of an Integrated Vocational Academic Instructional Manual for the Rhode Island Department of Education. Emergence of VTO Education in America Seminar.
PUB DATE- Apr 92
NOTE- 58p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.

"emotional dissonance" and a diminished sense of well-being. High self-monitors did not experience the same negative affective consequences. (YLB)

ED 347 293 CE 061 495

Hanks, Roma S.; Sussman, Marvin B.
Rethinking Family/Organization Linkage in Job-Related Transfers.
PUB DATE- 17 Apr 92
NOTE- 23p.; Paper presented at the Annual Meeting of the Eastern Sociological Society (62nd, Arlington, VA, April 3-5, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adults; Career Ladders; Employer Employee Relationship; Employment Opportunities; Family Influence; Family Mobility; *Occupational Mobility; *Promotion (Occupational); *Relocation; Values
IDENTIFIERS- Corporations; *Family Work Relationship

Relocation of corporate middle and upper management has been part of the larger value system through which the long arm of the job has reached into family life. Changes in family and organizational values and structures have eroded the basis on which managerial relocation is perceived as essential to upward mobility in the modern corporation. New corporate cultures espouse values such as customer satisfaction, service, and quality production that foster attention to human concerns. At the same time, family values are shifting toward self-actualization, full employment opportunity for males and females, and intergenerational responsibility. An annual "corporate draft" might be an appropriate replacement for current relocation practice. Draftees are divided into "fish" who desire to advance comfortably within the security of employment with a single corporation or in a specified geographic area and "sharks" who are willing to make any move required to further their careers. Technology exists for a computerized draft system to be implemented. Corporations provide information about job openings; workers provide information about their expertise and goals. Information is available on an ongoing basis; the "draft" occurs only at the universal end of a corporate fiscal year. Draftees and their employers negotiate 1-2 year contracts based on mutual needs and expectations. The system would be funded through user fees. (36 references) (YLB)

ED 347 294 CE 061 496

Mulder, Bruce E.
Content, Structure, and Sequence of the Detailing Discipline at Kendall College of Art and Design.
PUB DATE- Apr 92
NOTE- 101p.; Master's Final Project, Grand Valley State University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Achievement; Behavioral Objectives; *Course Content; Curriculum Design; *Curriculum Development; Design Crafts; Design Requirements; Educational Research; Furniture; *Furniture Design; Furniture Industry; Higher Education; Industrial Education; *Job Skills; School Business Relationship; Skill Analysis; Surveys; *Teaching Methods

University" (Judith Calder); and "Computer-Based Learning at Nova University" (Barry Centini). Other contents are "Issues and Problems Identified in the Presentations" (Dennis Irvine), conclusion, and participant list. (YLB)

ED 347 312 CE 061 521

Distance Education in Guyana. Report of a Project Identification Consultancy. Consultant Report 3.
PUB DATE- Sep 89
NOTE- 97p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Adult Education; College Preparation; Cost Effectiveness; Developing Nations; *Distance Education; Economic Development; *Educational Needs; Foreign Countries; Higher Education; Human Resources; Labor Force Development; Needs Assessment; Teacher Education; Teacher Improvement; Teacher Shortage
IDENTIFIERS- *Guyana

Distance education is the only prospect of bringing further educational opportunities within the grasp of most adults in Guyana. Some factors that make distance education desirable, such as the infrastructure and present economic problems, militate against its provision. Many of the best educated personnel in all sectors have emigrated; the loss of teachers has caused the quality of education to deteriorate. Advantages of distance education are greater ease of student access and consistently high quality teaching materials. Disadvantages include the effort and cost of preparing distance education and high dropout rate. An effective distance education system draws on the tools available to adopt a multimedia approach: printed materials, audio and video materials, computers, kits, audioteleconferencing, interactive videodiscs, and direct teaching. Three main areas of work in distance education must be conducted efficiently to ensure success: course production, student support, and administration. Existing projects address two major needs: upgrading the teaching force and preparing students to enter the university. Ten projects are suggested as likely to have the greatest initial impact with the lowest cost, including: a foundation course in teacher education, a university preentry course, and enlargement of distance learning capacity of the Institute of Adult and Continuing Education (IACE). (Appendixes include a workshop brochure and IACE Distance Education Division Year I Planner.) (YLB)

ED 347 313 CE 061 523

West African Consultation Meeting (Banjul, The Gambia, July 24-28, 1990).
PUB DATE- Jul 90
NOTE- 34p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Access to Education; Adult Education; Adult Literacy; Developing Nations; *Distance Education; Educational History; Educational Media; *Educational Needs; *Educational Policy; Educational Technology; Foreign Countries; Higher Education; Illiteracy; Institutional Cooperation; International Cooperation; *International Educational Exchange; International Relations; Literacy Education; National Programs; Public Policy; *Teacher Education; Teleconferencing

that will serve this varied clientele. (11 references) (KC)

ED 347 331 CE 061 560

Horan, Michael
Stepchildren of Archaoes: An Ethnography of a Support Group for Vietnam Veterans at the Florida State University Campus.
PUB DATE- Jan 90
NOTE- 30p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Students; Ethnography; Helping Relationship; Higher Education; Literature Reviews; Naturalistic Observation; Participant Observation; *Social Support Groups; Student Attitudes; Student Organizations; *Veterans Education; *Vietnam Veterans; Vietnam War
IDENTIFIERS- *Florida State University

A study of a subculture of Vietnam veterans on the Florida State University campus in 1989 uncovered a small, informal, and low-key group of men and women. The literature showed that the returning Vietnam veteran faced negative images and was a student misfit; the college experience of many was one of quiet desperation as they attempted to escape the image many people had of them; military duty had a negative effect upon post-military achievement; and this population faced special post-war readjustment problems. Information was gathered about the support group of Vietnam veteran students by observing and interacting with them. Several members completed a brief survey instrument that collected demographic details. The group met on an irregular basis to share the camaraderie of their military and college experiences. The primary purpose of the group was to provide social, academic, and emotional support for each other. Members had concerns similar to other students--education, careers, future jobs, welfare of their children, and the manner in which they are able to get their needs met. One purpose of the study was to assess the extent to which Vietnam veteran students had recovered from their wartime experiences and how well they were integrated into society. Positive answers to both concerns reflected the tenacity of these veterans. (Appendixes include a taxonomy of subculture language used by Vietnam veterans, the survey instrument, and a list of 15 references.) (YLB)

ED 347 332 CE 061 562

Toyota/Skyline Technical Education Network. Cooperative Demonstration Program. Final Performance Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 21 Jun 91
NOTE- 41p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Students; Apprenticeships; *Auto Mechanics; College Programs; *Cooperative Programs; *Curriculum Development; Demonstration Programs; Educational Innovation; Education Work Relationship; Higher Education; Institutional Cooperation; Models; Program Development; Program Effectiveness; Program Evaluation; Program Implementation; *School Business Relationship; Technical Education
IDENTIFIERS- Partnerships in Education; *Skyline College CA;

materials; information on articulation agreements, such as school/course matrix, material on development, and sample agreement; and agreement between high schools and Black Hawk College.) (YLB)

ED 347 350 CE 061 591

Tech-Prep: Doing with Understanding. July 1, 1990-June 30, 1991. Final Report.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 30 Jun 91
NOTE- 154p.; In cooperation with the Three Rivers Education for Employment System.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advisory Committees; *Articulation (Education); *College Programs; Community Colleges; Curriculum Development; Educational Innovation; Education Work Relationship; High Schools; *Institutional Cooperation; *Program Development; School Business Relationship; Student Recruitment; *Technical Education; Two Year Colleges
IDENTIFIERS- *Joliet Junior College IL; *Tech Prep

A 1-year project was conducted to develop an awareness of the tech prep model of articulation wherein high school students prepare for technical careers through a 2 2 or 2 4 program of high school and advanced enrollment in technical or community colleges. During the program, the following was accomplished: (1) administrative support was secured for tech prep at both the secondary and postsecondary levels; (2) key business leaders who were interested in the program were involved; (3) a student attraction team was formed and helped to draft a comprehensive marketing program for tech prep; (4) a committee of experts was convened to help identify the essential elements of a tech prep program for the region; (5) a tech prep overview was given to area teachers likely to be involved with the program; and (6) schedules for developing tech prep curricula in various subject fields were prepared. (The report includes lists of paid participants and their roles on various committees, lists of unpaid participants and their affiliations, a discussion of problems in the project, publicity materials, minutes of the meetings of the student attraction team, an inservice staff development plan, and an equity/access student attraction plan.) (KC)

ED 347 351 CE 061 592

Chicago Manufacturing Tech Prep. Fiscal Year 1991 Final Report.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 91
NOTE- 141p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advisory Committees; *Articulation (Education); College Programs; Community Colleges; Curriculum Development; Educational Innovation; Education Work Relationship; High Schools; Institutional Cooperation; *Manufacturing; *Metal Working; *Program Development; School Business Relationship; Student Recruitment; *Technical Education; Two Year Colleges

Model for Rural Based Business and Industry, Technical Colleges, and Local and State Educational Agencies.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Automation; Data Analysis; *Electromechanical Technology; Laboratory Safety; *Learning Modules; Robotics; Technological Advancement; *Troubleshooting; Two Year Colleges
IDENTIFIERS- *Programable Logic Control

This training module on the troubleshooting of an electromechanical system, The Westinghouse Programmable Logic Controller (PLC) controlling a pneumatic robot, is used for a troubleshooting unit in an electromechanical systems/robotics and automation systems course. In this unit, students locate and repair a defect in a PLC-operated machine. The module contains a description, objective, content outline, student activities, methodology, and nine resources. The content outline contains the following units: safety procedures; determining normal system operation; determining point of system failure; analyze data; use PLC override to confirm determination; did something occur to change drum data; repair; verification of repair; and troubleshooting report. There are eight student activities: take pretest; read chapter; read a section in the equipment manual; attend lecture/demonstration; perform laboratory exercises using supplied worksheet; complete report; take posttest; and complete evaluation. The following materials are provided: student packet, student worksheet evaluation for exercise, and eight pages of machine-specific reference data useful in troubleshooting the system. (NLA)

ED 347 370   CE 061 615

Zuleger, Robert
CAD/CAM. High-Technology Training Module.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Mar 90
NOTE- 42p.; Developed as part of the High-Technology Training Model for Rural Based Business and Industry, Technical Colleges, and Local and State Educational Agencies.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Assisted Design; *Computer Assisted Manufacturing; *Drafting; Grade 11; Grade 12; High Schools; *Learning Modules; Machine Tools; *Numerical Control; Programing; Technological Advancement

This high technology training module is an advanced course on computer-assisted design/computer-assisted manufacturing (CAD/CAM) for grades 11 and 12. This unit, to be used with students in advanced drafting courses, introduces the concept of CAD/CAM. The content outline includes the following seven sections: (1) CAD/CAM software; (2) computer numerical control (CNC) programming--control of machines by numbers, and advantages/disadvantages of CNC; (3) methods of programming; (4) the axis system--Cartesian coordinates, polar coordinates, and right-hand rule; (5) CAM software (post-processing)--advantages and applying software; (6) CNC machine operation--machine components, safety, selecting cutter tools, tools and fixtures, and controller operation; and (7) machine setup--entering offsets and program testing. A methodology section lists the following resource aids: three references, two

Fox, Helen; And Others
Nonformal Education Training Module.
SPONS. AGENCY- Peace Corps, Washington, DC. Information Collection and Exchange Div.
PUB DATE- 91
NOTE- 193p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Learning; Culture; Developing Nations; Experiential Learning; Games; *Informal Leadership; Learning Activities; Lifelong Learning; *Nonformal Education; Nontraditional Education; Problem Solving; Program Development; *Role Playing; Speech Skills; Teaching Methods
IDENTIFIERS- *Peace Corps

This Peace Corps Nonformal Education (NFE) training module provides training ideas for volunteers. This module contains 10 sessions, each designed to fit into a 3-hour period: (1) What is NFE? (2) adult learning; (3) helping people identify their needs; (4) facilitation skills--part 1; (5) facilitation skills--part 2; (6) NFE materials development; (7) games in NFE; (8) planning; (9) evaluation; and (10) looking back/looking ahead. Each session contains the following sections: rationale; objectives of session; materials needed; trainer preparation/options; Peace Corps NFE manual reference; and activities--activity time, purpose, step-by-step, options, notes, "for next time," time savers, related references, and handouts. An introduction includes information on involving host country citizens in the workshop and facilitation hints, such as the following: encourage controversy, be aware of cultural sensitivity, encourage participants to take the training seriously, integrate the big talkers and encourage the silent ones, and break off lengthy discussions kindly. Tips to follow when the whole group is silent are also included. Three appendices contain more warm-ups, evaluation activities, and seven references. (NLA)

ED 347 391 CE 061 660

Imel, Susan
For the Common Good. A Guide for Developing Local Interagency Linkage Teams.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Educational Services.
PUB DATE- Jul 92
NOTE- 39p.; For related documents, see ED 324 514 and CE 061 806.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; *Agency Cooperation; *At Risk Persons; *Cooperative Planning; Employment Services; Human Services; *Linking Agents; Needs Assessment; Program Development; Program Implementation; *Team Training
IDENTIFIERS- Family Support Act 1988; *Ohio

Developed from the Ohio At-Risk Linkage Team experiences, this guide assists local communities in organizing and strengthening effective collaborative interagency linkage teams for at-risk youth and adults. The guide proposes a series of steps, poses a number of questions relating to each step, and provides information about additional resources. Five planning steps are

DESCRIPTORS- Behavior Theories; *Counselor Training; Decision Making; Helping Relationship; Leadership Training; Listening; Models; *Peer Counseling; Program Development; Volunteer Training

This guide may be used as a text for peer helper, lay leadership, or volunteer worker training programs. The first chapter describes the facilitative model as it applies to peer helping, and presents an overview of the guide. The second chapter examines the nature of people. Eight basic principles of human behavior are outlined. The third chapter focuses on building a close working relationship. Conditions essential in a helping relationship are discussed. The fourth chapter examines listening skills. Four steps for attentive listening are presented. The fifth chapter contains information about responding. High facilitative responses, and low facilitative responses are examined. The sixth chapter focuses on giving feedback. A facilitative feedback model is presented, as well as guidelines for giving and receiving feedback. The seventh chapter discusses problem solving. A five-step decision-making model is presented. Decision-making dialogue is included to illustrate the principles of the model. The eighth chapter suggests helping projects for peer helpers. Each project has specific goals, some of which may take specialized training and practice. The ninth chapter presents guidelines for peer helping programs. Issues examined include enlisting a trainer, determining goals, obtaining support for the program, choosing a site for training, selecting trainees, organizing the training curriculum, supervision and evaluation of services and projects, and networking with other peer trainers. (LLL)

ED 347 410 CG 024 338

Myrick, Robert D.; Erney, Tom
Youth Helping Youth: A Handbook for Training Peer Facilitators.
PUB DATE- 85
NOTE- 227p.; For student's manual, see CG 024 339.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Adolescents; Communication Skills; Decision Making; Elementary Secondary Education; Interpersonal Relationship; *Leadership Training; *Peer Counseling; Program Development

This handbook provides information on starting a peer facilitator program. The first nine chapters parallel those in the student manual and provide practical suggestions and ideas to consider as students explore the concept or skill being studied. Activities are also included with each chapter. The 9 of 15 chapters cover these topics: (1) peers as helpers; (2) human behavior and interpersonal relationships; (3) attentive listening; (4) the facilitative responses; (5) facilitative feedback: praising and confronting; (6) responsible decision-making; (7) assessing self and others; (8) getting ready to help others; and (9) problem moments. The last six chapters focus on organization and building a support base. A checklist to help programs is presented which includes a description of the selection process and a program calendar. Field experiences for peer facilitators are described. The paraprofessional movement and the peer facilitator movement are discussed. The book closes with a discussion of the trainer as facilitator and learner. References for trainers and a bibliography are included. (ABL)

IDENTIFIERS- *Rape Myths

The rape myth, defined as prejudicial, stereotyped, or false beliefs about rape, rape victims, and rapists, is accepted by individuals from varied walks of life, including women. It has been suggested that rape myth acceptance (RMA) among women serves a protective function by enabling women to dissociate themselves from a rape victim's experience. This notion was tested by relating RMA to measures of defensiveness and perceived vulnerability. It was hypothesized that RMA among women lessens perceived vulnerability and that, if the RMA-perceived vulnerability linkage is indicative of defensiveness, it should emerge mainly among individuals who manifest a more pervasive defensive behavioral style. An expanded version of Burt's (1980) RMA scale, which included beliefs about the rapist as well as about the nature of the social setting in which rape occurs, and measures of defensiveness, self-esteem, and perceived vulnerability to rape were completed by 122 female and 56 male college students. Results from the female students revealed a significant negative correlation between RMA and perceived vulnerability. However, moderated regression analysis revealed that the relationship was contingent on level of defensiveness: the RMA-perceived vulnerability linkage emerged only for high-defensive individuals. Similar findings emerged on a measure of self-esteem (e.g., RMA related positively with self-esteem for high defensiveness), suggesting that perceptions of self-adequacy are maintained by defensive RMA. (NB)

ED 347 430 CG 024 358

Thomas, Richard J.; Hutchinson, Roger L.
Meeting Students' Needs: Counselors' Changing Roles.
PUB DATE- 9 Jul 92
NOTE- 10p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change; *Counselor Role; *Educational Change; Elementary Secondary Education; *School Counselors; Student Needs

School counselors spend much of their time involved in administrative tasks, resulting in an inadequate use of counselors' skills and preventing counselors from meeting the primary needs of students. Changes must be initiated in the educational system to allow counselors to counsel students. The four counselors at Mt. Pleasant Township (Indiana) Community Schools began an effort to coordinate the counseling program by meeting regularly to share ideas and by consulting with principals and superintendents to develop a list of performance goals and a time table. Localized needs assessment instruments were developed to measure the needs of students, faculty and administration, and parents. A guidance advisory council met to identify the needs of students and the role of the school counselor. The next phase of the project will be to share the results of the needs assessment and council session and to develop a written guide for counseling, outlining goals and activities. Counselor roles must change to include accountability, good communications, and futuristic actions; counseling services provided by the school must be in direct response to the needs of the students, parents, staff, and the community; and the counseling profession itself must move from being a peripheral part of the educational program to being a

Training; *Self Esteem; *Stress Management; *Stress Variables; Time Management

This document presents a comprehensive guide to help young people understand and cope with stress, pressure, and anxiety. Adolescent readers are introduced to the concept of stress, the ways that stress can affect them, and the skills and techniques needed to help them learn effective ways to reduce and manage stress. The guide begins by defining stress and looking at both the biology and the psychology of stress. A section on coping with stress explains the stress cycle. A stress test for young adults is provided. A section on strategies for effective coping focuses on thinking about thinking, changing unwanted thoughts, changing negative thoughts, thinking out loud, problem-solving, thinking about consequences, role playing, active listening, giving negative feedback, receiving negative feedback, assertive choice, and communications. Other sections explore the development of self-esteem, time management, managing music and other sounds, school stress, relaxation, and taking care of oneself. Relevant exercises are included for readers to work through in each of the sections of the book. A list of suggested readings and a directory of helping organizations concludes the guide. (NB)

ED 347 450 CG 024 379

Quirk, Michael Paul
A Review of the Literature Concerning the Effectiveness of Psychotherapy with Schizophrenics.
PUB DATE- May 92
NOTE- 83p.; Doctoral Research Paper, Biola University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Client Characteristics (Human Services); *Counseling Effectiveness; Counseling Techniques; *Individual Counseling; *Outcomes of Treatment; *Psychotherapy; *Schizophrenia

This review focuses on empirical studies with pre- and post-test measures of functioning that have attempted to assess the benefits of psychotherapy with schizophrenics. The first part of the review concentrates on various subgroups of schizophrenia, which appear to be influenced by subject variables and manifest clinical symptomatology. The second part of the review deals with instrumentation and methodology issues in outcome research. Various demographic and premorbid characteristics of schizophrenic patients that appear to influence outcome, as well as the means of measuring outcome, are discussed. The impact of the degree of control exercised over treatment variables is also examined. The third part of the review examines the research most directly germane to therapy outcomes. In general, three major modalities are reviewed: individual analytic/dynamic therapy, supportive and other individual therapies, and group approaches to therapy. The review also includes a number of variables that impact therapeutic effectiveness within these modalities. The final part of the review attempts to summarize the various outcome studies. The review notes that the course of schizophrenia appears to be multidetermined and multicausal; that psychotherapy does provide an incremental and durable benefit in the treatment of schizophrenia; and that individual supportive therapy seems to offer the most cost-effective psychotherapy treatment. The effects of therapy process and therapist variables are also discussed. (NB)

PUB DATE- Jan 90
NOTE- 50p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Abuse; *Child Neglect; Crime Prevention; Criminals; Professional Training; State Surveys; Victims of Crime
IDENTIFIERS- *South Dakota

This report is based on a review of South Dakota's procedures and laws related to handling child abuse and neglect cases. It is noted that a survey was conducted in Sioux Falls during the July 1989 training seminar conducted by the task force. The respondents to the survey are described as a wide representation of professionals associated with the prevention, investigation, prosecution, and treatment of child abuse. Seven findings about the victims of child abuse/neglect are described and recommendations to deal with these findings are provided. Five findings dealing with the perpetrator, sentencing, and treatment options are described and recommendations related to these findings are given. In the area of training for those dealing with child abuse cases it is noted that the textbook handling of child abuse cases is more rare than common. Twelve findings in this area of training are described with recommendations related to these findings. The appendix contains a minority report, the Survey of Participants at the Children's Justice Conference, and the South Dakota Mental Health Service Providers Survey Results Related to Sexual Abuse. (ABL)

ED 347 470 CG 024 454

Bobby, Carol L.
CACREP Accreditation: Setting the Standard for Counselor Preparation. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Standards; *Accreditation (Institutions); Accrediting Agencies; *Counseling; Counselors; *Counselor Training; Evaluation Methods; Higher Education; Institutional Evaluation
IDENTIFIERS- *Council for Accred of Counsel and Relat Educ Prog; ERIC Digests

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) is a specialized accrediting body created by the American Counseling Association (ACA) and its membership divisions to provide a nationally based standards review process for the counseling profession's graduate level preparation programs. Accreditation of counseling programs includes five stages: (1) self-examination; (2) a report addressing how the program meets standards; (3) on-site visit by team; (4) rendering of accreditation decisions by CACREP board; and (5) submission of interim reports and annual surveys. CACREP standards provide the guidelines for master's and doctoral level preparation accepted nationally by the counseling profession. Inherent in the accreditation process is continuous evaluation and responsive feedback so that programs and the profession remain current with the problems faced by decade preoccupation with professional status and recognize that its identity as a field is essentially an administrative convenience linked by an allegiance to a common philosophical perspective on its work and by nature of its clientele and the milieu in which it is practiced. Attention should be turned to the development of a fully professional staff, one that is highly educated and motivated to serve its student clientele. (ABL)

ED 347 496 CS 009 533

10 Ways To Help Your Children Become Better Readers.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Education; *Parent Child Relationship; Preschool Education; *Reading; Reading Aloud to Others; *Reading Habits; Reading Material Selection; Television
IDENTIFIERS- *Becoming a Nation of Readers; Center for the Study of Reading IL

This short guide, intended for parents, offers 10 suggestions from "Becoming a Nation of Readers," the Report of the National Commission on Reading, along with specific ideas to help children become better readers: (1) help children acquire a wide range of knowledge; (2) talk with children about their experiences; (3) encourage children to think about events; (4) read aloud to children; (5) provide preschool children with writing materials; (6) encourage children to watch television programs that have educational value; (7) monitor how much television children watch; (8) monitor your children's school performance; (9) encourage children to read independently; and (10) continue personal involvement in children's growth as readers. (MS)

ED 347 497 CS 009 542

Murphy, Carolyn Colvin; Shell, Duane F.
Reading and Writing Beliefs for Ethnic Students: Relationship of Self-Efficacy Beliefs, Causal Attribution, and Outcome Expectancy to Reading and Writing Performance for Ethnically Diverse College Freshmen.
PUB DATE- Mar 89
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 1989).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attribution Theory; Blacks; *College Freshmen; Comparative Analysis; *Ethnic Groups; Higher Education; Hispanic Americans; Mexican Americans; Multiple Regression Analysis; *Reading Achievement; *Self Efficacy; *Writing (Composition); Writing Skills
IDENTIFIERS- *Outcomes Expectancy

A study examined how self-efficacy, causal attribution, and outcome expectancy beliefs are related to reading and writing on critical thinking skills, and the Generative Reciprocal Inference Procedure. The target group was tested for performance by the Qualitative Reading Inventory (QRI), the third-grade basal reading unit test, and the critical thinking checklist. Half the group made gains of at least 10% on the QRI, 91% scored an increase of at least 21% on the basal reading unit exam, and 51% of the group was given higher ratings by their classroom teacher as measured by the critical thinking checklist. The program's success was attributed to consistent review of the subject, higher level questioning techniques, and praising the students for their accomplishments. (One table of data is included; 16 references, a 21-item bibliography, and a critical thinking checklist for the classroom teacher are attached.) (RS)

ED 347 517 CS 011 007

Long, Brenda J.
Teaching Reading Comprehension Strategies to Sixth Grade Students To Improve Critical Thinking.
PUB DATE- Jun 92
NOTE- 46p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cooperative Learning; *Critical Thinking; *Grade 6; Intermediate Grades; Intervention; Problem Solving; *Reading Instruction; *Reading Strategies; Word Problems (Mathematics); Writing Improvement
IDENTIFIERS- Direction Following

A reading comprehension program was developed and implemented that addressed the needs of sixth-grade students. The program focused on critical thinking skills using a teamwork approach. Each heterogeneous small group used a checklist composed of before, during, and after reading questions and activities. At the conclusion of the 12-week intervention, students were surveyed on opinions on solving problems, and given posttests on following directions and solving math story problems. Results indicated improved levels of reading comprehension skills in the target group of 30 students. There was a significant increase in critical thinking skills and written communication skills. Greater cooperation among students was observed. Findings suggest that the Reading Strategy Checklist can be used as a cooperative learning program to increase reading comprehension, develop critical thinking skills, improve written communication skills, and enhance whole class discussions. (The Reading Strategies Checklist, a survey instrument, following directions tests, and problem solving tests are attached.) (RS)

ED 347 518 CS 011 009

Sensenbaugh, Roger
Reading and Writing across the High School Science and Math Curriculum. Teaching Resources in the ERIC Database (TRIED).
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 155p.; Co-published by EDINFO Press.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information

DESCRIPTORS- *Developmental Stages; Expository Writing; Fantasy; Foreign Countries; Intermediate Grades; Personal Narratives; Secondary Education; *Writing Ability; *Writing Achievement; *Writing Evaluation; Writing Research
IDENTIFIERS- *Ontario

A study identified stages of student writing maturation across several grades and developed classroom resources to enhance the maturation of students. A total of 3,600 essays written by students in grades 4 and 6-12 attending urban and rural schools in eastern Ontario, Canada, were holistically scored. The original limited and quite specific design of the study was altered, since each school system that agreed to participate had its own agenda. Analysis of narrative, fantasy, and explanatory essays investigated what students do (and do not do) when they write, how well they do it for particular features, and the relationship between the exhibition of particular features and stages in writing maturation. Descriptive analyses of the essays indicated that: (1) for personal narratives, the average performance at grade 8 was equal to that of grade 9 advanced students; (2) for writing fantasy, few students above grade 6 were willing to risk the imaginative (fantastical) enterprise; and (3) for explanatory writing, stages of maturation did not seem as pronounced as they did for personal narrative--most aspects of the task seemed to be well within the ability of many writers by grade 6. Based on the findings of the study, supplementary units for the writing program responsive to the stages discerned were developed. Additionally, in response to patterns of error frequency discerned, unit series for the sentence, the verb, and spelling were developed. (Essay prompts, categories and scales for descriptive analysis, 11 tables of data, and an error frequency study for grades 4-10 are attached.) (RS)

ED 347 538 CS 213 432

English Language Arts: Senior 1 Guidelines (Interim). "Answering the Challenge" Implementation. Currriculum Support Series.
PUB DATE- Sep 91
NOTE- 125p.; For English Language Arts Overview K-12 (1988), see ED 319 061; for English Language Arts Grades 9-12 (1987), see ED 300 815.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Guides; Foreign Countries; Grade 9; High School Freshmen; High Schools; *Language Arts; *Secondary School Curriculum
IDENTIFIERS- Canada; Manitoba

This curriculum guide for senior English language arts instruction in Manitoba, Canada, is intended to suggest to teachers and administrators how Senior 1 English Language Arts instruction can be delivered within the framework of new program delivery models presented in "Answering the Challenge: Strategies for Success in Manitoba Schools (1990)." The guide is in three main sections: (1) Curriculum; (2) Time Allotments; and (3) Differentiation (including an overview, a differentiated sample sequence, and sections on differentiating goals and objectives, materials, pedagogy, and evaluation). A bibliography containing works cited, suggested reading, and a feedback form concludes the guide. (SR)

ED 347 539 CS 213 433

(150),Reports - Research/Technical (143)
DESCRIPTORS- Higher Education; *Teacher Attitudes; Teaching Methods; *Theory Practice Relationship; *Writing Instruction; *Writing Processes; *Writing Research; Writing Teachers
IDENTIFIERS- Composition Theory; *Process Product Research; Southern Illinois University; Teacher Surveys

Despite the paradigm shift from product to process-centered writing theory, the reality is that students still are offered few options and teachers continue to expect set forms of writing. What continues to count is the end product, usually an academic essay demonstrating all the virtues of mainstream literacy. To explore this charge, a survey was undertaken at Southern Illinois University's English department which revealed that these attitudes and values continue to be expressed by instructors. In grading, the final, typed product was by far the most important activity. Not surprisingly, the survey indicated that the educational system itself also values product over process. Sample responses from instructors concerning this show that this is a controversial issue among faculty. Thus, there has evolved a sort of "schizoid" pedagogy in which theory and practice do not match. Teachers, therefore, must try to balance process and product more favorably. For example, many theorists believe that the current definition of literacy is too restrictive. Such restrictions have implications which society should take a close look at. One objection to open forms which give students more room to explore is that they would result in sloppy writing, but this is not necessarily so. Neither do researchers generally favor getting rid of the academic essay completely. Instructors should consider how to make the process "count" gradewise, and try to recognize variant forms within student writing. (Nineteen references are attached.) (HB)

ED 347 557 CS 213 458

Brand, Alice, Comp.; Graves, Dick, Comp.
Notes from Beyond the Cognitive Domain.
PUB DATE- 20 Mar 92
NOTE- 47p.; Summary of the Think Tank "Beyond the Cognitive Domain: Frontiers in the Teaching and Learning of Writing" presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992). For the 1991 "Notes," see ED 332 221.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Higher Education; *Holistic Approach; Humanistic Education; Learning Processes; *Learning Strategies; *Learning Theories; Theory Practice Relationship; *Writing Instruction; Writing Processes; Writing Research; *Writing Teachers
IDENTIFIERS- Composition Theory; Holistic Education; *Noncognitive Attributes; *Professional Concerns

This packet summarizes the ideas, concepts, suggestions, and speculations growing out of a think tank which explored the uncharted region beyond cognitive learning. The packet contains: (1) an alphabetical list of 1991 and 1992 participants; (2) a list of participants' interests according to key terms; (3) summaries of small group discussions (including the topics "Imagery, Imaging," "Empathy," "Gender Issues," "Archetypes," "Meditation," "Kinetics, Body Wisdom," and "Creative Dramatics"); (4) two presentations from the event ("Guidelines of Composing" by Sondra Perl and "Voice" by Peter Elbow); (5) an account of the wrap up discussion; and (6) a (third, fifth, and eighth graders as well as college undergraduates) to write refusals to a simple request. The second involved 48 pairs of students (from the same grade levels) in role plays. Results showed that refusals were made by canceling contextual information supporting the request (speaker's goal, speaker's situation, hearer's situation, hearer's reason to comply), and also by proposing action by the speaker to achieve his or her goal. Types of refusals were categorized and the conformability of contextual information used between speaker and hearer was measured. Third graders used the same types of refusals as undergraduates, but the frequencies of use were different. Findings suggest that the fundamental framework for making refusals--using contextual information--is in place before the third grade, and its use develops with age. (Two references, one table of data, and one figure are attached.) (SR)

ED 347 574 CS 506 578

Indiana Public School/University Partnership. Proceedings of the Forum on Youth At Risk (Indianapolis, Indiana, October 16, 1987).
PUB DATE- 87
NOTE- 41p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Educational Cooperation; Elementary Secondary Education; Higher Education; *High Risk Students; *Institutional Cooperation; *Interschool Communication; School Business Relationship; School Community Relationship; Schools; Student School Relationship
IDENTIFIERS- *Partnerships in Education

The Indiana Public School/University Partnership (IPS/UP) hosted this forum for its member organizations, 13 school corporations and Indiana University, in order (1) to promote the sharing of ideas between university and public school faculty and staff, and (2) to provide an opportunity for discussions with representatives of various public agencies and academic disciplines. Following an edited transcript of the keynote address by Dr. John Goodlad, each section contains an interview with a particular resource person regarding youth at risk and a summary of discussion. Resource persons and their area of expertise are as follows: (1) Public Affairs (Carlyn Johnson); (2) Sociology (Richard Hope); (3) Health Department (Judith Ganser); (4) Social Work (Gayle Cox); (5) Psychology (Donald Fleenor); (6) Legal Services (Chris Haile); (7) University Admissions (Robert Magee); (8) HYPER (James Crowe); (9) Pediatrics and Child Development (Ernest Smith); (10) Psychiatric Nursing (Sue Bishop); (11) Corrections (Shannon Reffett); and (12) Business (Joseph Waldman). (SR)

ED 347 575 CS 506 758

White, Richard; Tucker-Ladd, Patty
A University-Public School Experimental Practicum.
PUB DATE- 89
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College School Cooperation; College Students; Elementary Education; Higher Education; Instructional Innovation; *Public Schools; Public School Teachers; Teacher

NOTE- 55p.; Paper presented at the Annual Meeting of the International Communication Association (42nd, Miami, FL, May 20-25, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attention; Information Processing; *Memory; Television Research; *Television Viewing
IDENTIFIERS- Message Responses; Visual Attention

A study investigated whether selective attention to a particular television modality resulted in different levels of attention to and memory for each modality. Two independent variables manipulated selective attention. These were the semantic channel (audio or video) and viewers' instructed focus (audio or video). These variables were fully crossed in a within-subjects experimental design. Attention levels were investigated by measuring reaction times to cues in each modality (audio tones and color flashes). Memory questions asked about channel-specific contents. Both selective attention manipulations affected intensive measures of attention similarly. Because of this similarity, the modalities appear to tap a common pool of resources. Memory measures showed a modality-specific effect. Visual information was remembered whether or not that information was important semantically, and whether or not subjects were instructed to focus on that channel. Auditory information, however, was better remembered when viewers were focused on the audio channel. Auditory information and auditory-based messages appear to demand greater resources than visual information and visual-based messages. Further research in this field can lead to a better understanding of the processing of not only television material, but also real-world multi-channel sources of information. (Seven figures are included; three appendixes--description of stimuli, order of tapes, and a sample questionnaire-- and 181 references are attached.) (Author/SR)

ED 347 593 CS 507 870

Campbell, David P.
Inklings: Collected Columns on Leadership and Creativity.
PUB DATE- 92
NOTE- 153p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- *Creativity; Essays; *Leadership; *Organizational Communication; Theory Practice Relationship
IDENTIFIERS- Leadership Effectiveness; Professional Concerns

This book brings together 35 of David P. Campbell's essays originally published as a regular column in a quarterly publication called "Issues and Observations." The articles deal with topics ranging from leadership issues such as risk-taking, executive motivation, decision making, and corporate taboos, to more general concerns such as father-son relationships, the perils of travel, affirmative action, intelligence testing, and creativity, often in anecdotal and humorous style. (SR)

ED 347 594 CS 507 871

Kraut, Allen I.; Freeman, Frank H.
Upward-Communication Programs in American Industry. Putting Ideas

Safety Implications of the Kentucky Schoolbus Crash. Hearing before the Subcommittee on Transportation, Tourism, and Hazardous Materials of the Committee on Energy and Commerce. House of Representatives, One Hundredth Congress, Second Session.
PUB DATE- 10 Aug 88
NOTE- 74p.; Serial No. 100-219.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Accident Prevention; *Bus Transportation; *Driving While Intoxicated; Elementary Secondary Education; Government Publications; Hazardous Materials; Hearings; Safety; *School Buses; Student Transportation; Tourism; *Traffic Accidents
IDENTIFIERS- *Kentucky

This publication is a collection of the statements made in a hearing before the Subcommittee on Transportation, Tourism, and Hazardous Materials of the Committee on Energy and Commerce of the House of Representatives. In particular, the topic was the safety implications of a Kentucky school bus crash on May 14, 1984. Discussed are the issues of school bus safety and alcohol-impaired driving. (SI)

ED 347 613 EA 022 364

School Improvement Research Series IV, 1989-90.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 90
NOTE- 110p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020),Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Improvement; Educational Practices; Educational Quality; Effective Schools Research; Elementary Secondary Education; *Excellence in Education; *Instructional Improvement; Instructional Innovation; *School Effectiveness; *Student Improvement; Synthesis; Teacher Effectiveness; Teacher Student Relationship

This packet contains a research synthesis and six research-based articles on effective schooling practices, educational time factors, expectations and student outcomes, teaching questioning skills, improving student attitude and behavior, teaching and assessing writing skills, and staff development to improve student writing. The first five of the six articles are by Kathleen Cotton. "Expectations and Student Outcomes," the first article, discusses how the teacher expectations can and do affect students' achievement and attitudes. The second article, "Educational Time Factors," stresses that the time needed for a given student to learn a given concept depends upon five factors: aptitude, ability, perserverance, opportunity to learn, and quality of instruction. The teaching style of a teacher, Dennis Duncan of Franklin Elementary School (Washington), who believes that "questions--not answers--are the heart of education" is discussed and highlighted with examples in the third article, "Teaching Questioning Skills: Franklin Elementary School." In the fourth article, "Improving Student Attitude and Behavior: Loma Linda Elementary School and Northweast Junior High School," programs in two Colorado schools are outlined which led to goal setting, higher expectations from students and improvement in student

(022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cooperative Learning; *Educationally Disadvantaged; *Instructional Effectiveness; Interaction; Intermediate Grades; Learning Activities; Middle Schools; Self Directed Groups; *Small Group Instruction; *Teaching Methods
IDENTIFIERS- *Complex Instruction

Issues in making small-group instruction effective are addressed in this theme issue, which focuses on an approach called Complex Instruction (CI). Developed by Elizabeth Cohen at Stanford University (California), the approach is designed for middle school students in heterogeneous classes. The program is based on four goals to help teachers foster high level interactions among students: (1) bolster students of low status by identifying multiple abilities; (2) raise the expectations for student competence; (3) develop student responsibility for each others' performance and learning; and (4) promote higher order thinking. This document includes a summary of Cohen and Cazden's forthcoming review of research literature on small groups; a report on two middle-grade classrooms who use the program; and an interview with a staff developer who helps teachers implement the program. Cohen's work concentrates on the challenge of using small groups to develop higher-order thinking in heterogeneous classrooms where status differences between high and low performing students usually pose problems for teachers and students. Nine sources for further reading are provided. (14 references) (LMI)

ED 347 633 EA 024 061

Baker, Esther J.
Does Inservice Make a Difference? A Way To Measure whether Teachers Are Using What They Learn in Inservice.
PUB DATE- 92
NOTE- 14p.; Paper presented at the Annual Meeting of the Washington Association of Supervision and Curriculum Development (Seattle, WA, January 31-February 2, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Faculty Development; *Inservice Education; Language Experience Approach; Primary Education; Professional Continuing Education; *Professional Development; *Program Effectiveness; Reading Instruction; Teacher Improvement; *Whole Language Approach; Writing Instruction
IDENTIFIERS- *Battle Ground School District WA

Findings from a study that sought to determine the degree to which teachers used an inservice program for the implementation of a primary language and literacy program are presented in this paper. To measure teachers' level of use of the whole language philosophy of learning, the Language and Literacy Questionnaire was administered to 112 primary teachers in 6 schools in the Battle Ground, Washington, school district. Findings indicate that 99 percent of the teachers read aloud to their students daily (or nearly every day) and had developed their classroom read-aloud program to the routine level of use. However, they exhibited a low level of use regarding the element of guided reading. Teachers ranked in the 80th or 90th percentiles for 8 of the 10 elements of the whole language program. Five figures are included. (5 references) (LMI)

PUB DATE- Apr 92

NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Adoption (Ideas); Decentralization; Elementary Education; Organizational Climate; *Participative Decision Making; *Program Implementation; *School Attitudes; *School Based Management; School Organization; School Restructuring

IDENTIFIERS- *Philadelphia School District PA

The adoption of a school-based management/shared decision-making administrative process (SBM/SDM) was recommended for the Philadelphia (Pennsylvania) school district in June 1990. Findings of a study that determined the attitudes of three non-Chapter 1 elementary school communities in Philadelphia toward the adoption of SBM/SDM are presented in this paper. Methodology was based on surveys of parents, teachers, staff, parents, and community members at the three schools, which elicited returns of 27, 56, and 15, respectively. Observation of governance council meetings and interviews with parents, teachers, and parents were also conducted. Findings indicate that no correlation existed between the successful implementation of SBM/SDM and school climate. Recommendations for improving implementation of SBM/SDM include conducting early ethnographic-oriented documentation of progress at the individual school; utilizing a multifaceted analysis; and allowing for variability. Two tables are included. Appendices contain an instructional review day summary, the survey, school demographic data, and pilot survey results. (5 references) (LMI)

ED 347 654 EA 024 098

Grayson, Dolores A.

Classroom and Site-Based Leadership Development: Increasing Achievement and Participation for All Students with an Emphasis on Underserved Populations.

PUB DATE- Apr 92

NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Administrator Role; Elementary Secondary Education; *Equal Education; Leadership; *Leadership Training; *Nondiscriminatory Education; *Professional Development; Racial Bias; Sex Bias; *Staff Development; Teacher Student Relationship

Outcomes of two leadership programs designed to increase achievement and participation for all students are reviewed in this paper, which addresses educational disparity. The first program, the Gender/Ethnic Expectations and Students Achievement (GESA) program, has four goals: to reduce the disparity in the frequency and quality of student/teacher interactions; to reduce stereotyping by teachers; to improve classroom climate; and to improve student achievement. Piloted in Los Angeles County, California, it has been implemented nationwide. Suggested evaluation methodology includes pre-post classroom observations, pre-post achievement test data, and posttraining questionnaires. The second program, a site-based

Promising research evidence linking achievement, empowerment, and parent participation are dwarfed by troubling indications of negative, infrequent interactions between families and schools. Middle-income parents seem to participate in school-based and home-learning exercises at higher rates than lower-class parents. The study summarized in this report applies Bourdieu's concept of cultural capital to understand varying levels of parent participation in schooling. Bourdieu argues that schools draw unevenly on families' social and cultural resources by invoking particular linguistic styles, authority patterns, and types of curricula. Although Lareau's study (1989) extended Bourdieu's research to include parental involvement, it excluded the effects of schools' institutional characteristics on family-school interactions. Multiple-case study research involving three organizationally different schools (public nonchoice, magnet, and Catholic) extends previous findings by examining how school management and organization may mediate the influence of cultural capital on family-school interactions. The discussion suggests the need to underscore the value and importance of school community and to explore ways that school organization promotes or constrains community-building. (34 references) (MLH)

ED 347 675 EA 024 122

Fowler, William J., Jr.
What Do We Know about School Size? What Should We Know?
PUB DATE- 22 Apr 92
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Grade 12; High Schools; High School Seniors; *Influences; *Outcomes of Education; *School District Reorganization; *School Size; *Small Schools; Student Attitudes; Student Participation

For over 3 decades, American public secondary schools have become progressively larger. High school seniors once typically attended a school of 400 or fewer students; the majority of today's seniors graduate from a school with over 500 students. Although a 1964 Kansas study showed that small schools are superior to larger ones, James Conant's 1967 study extolling the virtues of comprehensive or larger schools (over 750 students) supported the notion of school consolidation and larger school size Recent research has found smaller elementary schools beneficial to student achievement, but school size research at the secondary level has been virtually overlooked. This review examines the effects of secondary-school size upon student outcomes. After outlining the current numbers and sizes of high schools, the paper examines outcomes such as student attitudes, achievement, voluntary participation, and the enduring effects of education. The paper also examines school-size effects upon curriculum, but omits the rural school consolidation, optimum school size, and optimum per-pupil expenditure literature. Conant advocates will be disappointed by the findings. Monk and Haller found that curricular adequacy was reached at a small high school level (that is, a graduating class of 100). Large secondary schools with a graduating class above 750 appear to have deleterious effects on student attitudes, achievement, and voluntary participation. (39 references) (MLH)

Evaluation Instruments (160)
DESCRIPTORS- *Administrator Characteristics; *Administrator Effectiveness; Administrator Evaluation; Administrator Responsibility; Elementary Secondary Education; *Principals; Public Schools; *Teacher Attitudes; *Time Management; Working Hours

This exploratory study investigated which characteristics of a principal are identified as effective by teachers in the same school setting. The data were obtained from the Schools and Staffing Study of 1988, from the National Center for Education Statistics (NCES). The Teacher Questionnaire of the Schools and Staffing Survey (SASS) questioned 52,000 teachers and their principals in 9,300 public schools in the 1987-88 school year. Using only public school responses by teachers that could be linked to a particular principal reduced the sample size to 39,014 teachers. Each teacher's responses on a Likert-like scale of 18 items were summed to create a scale assessing perceived principal effectiveness (PPE). The PPE composite scale yielded a Cronbach's Alpha of .9024, demonstrating a strong internal reliability coefficient. Findings indicated that principals with only a B.A. degree who were young, less experienced, lower salaried, female, and held elementary principalships in smaller communities were perceived by teachers to be more effective. Cautions about these findings are made until the PPE scale can receive an external validation. A second study of principals' perception of their time usage and its relationship to teachers' perceptions of effectiveness did not reveal any relationship between time usage and principal effectiveness. The appendix includes: Schools and Staffing Survey--School Administrator Questionnaire, 1987-88 and Schools and Staffing Survey--Public Teachers Questionnaire, 1987-88. (14 references) (CRW)

ED 347 696 EA 024 148

Kniep, Willard M.
From Image to Implementation. Some Results of Education 2000: A Process for Redesigning Educational Systems.
PUB DATE- Apr 92
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Support; Cooperative Planning; *Educational Innovation; Elementary Secondary Education; *Global Approach; Holistic Approach; Participative Decision Making; *Program Implementation; School Based Management; *Systems Approach
IDENTIFIERS- *Redwood Falls School District MN; *Yonkers Public Schools WY

Educational visions developed by two participants in the Education 2000 project--Redwood Falls, Minnesota, and Yonkers, New York--are described in this paper. An overview of the blueprints that are being developed from these visions is provided as well as a description of the design process. The Education 2000 process offers a new design for entire educational systems to link students and schools with the global community. Programs are based on the development of a world view, systemic design, a student-centered orientation, and local empowerment. Lessons learned from the participating communities underscore the importance of committed leadership,

Children?
PUB DATE- 90
NOTE- 17p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *American Sign Language; Communication Skills; Cultural Context; *Deafness; Educational Methods; Educational Practices; Educational Principles; *Educational Trends; Elementary Secondary Education; *Manual Communication; Oral Communication Method; Selection; *Sign Language; *Trend Analysis; Young Children

This paper examines the evolution of sign language's role in education, beginning with the debate over sign language versus oral communication, followed by the debate over American Sign Language (ASL) versus other sign systems. The paper points out that this debate process is hindering the educational experience for thousands of deaf children and further widening the gap between the "hearing world" and the "deaf world" as hearing people try to impose their opinions on those who are deaf. Research is cited showing that deaf children with deaf parents, who used sign language to communicate, scored better in overall educational achievement and social adjustment than deaf children of hearing parents. American Sign Language is not recommended for use with young deaf children, because the native language of most parents of deaf children is English, the majority of teachers are hearing, and ASL is a spatial language with no written format. The system of Signed English is recommended in its place. Newer, more complex sign systems are not recommended because they have become so complex that they hinder rather than assist the learning process. (Includes nine annotated references) (JDD)

ED 347 717 EC 301 328

Occupational Therapy and Physical Therapy Guidelines for the Public Schools.
PUB DATE- 91
NOTE- 30p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Delivery Systems; *Disabilities; Elementary Secondary Education; Eligibility; Occupational Therapists; *Occupational Therapy; Physical Therapists; *Physical Therapy; Public Schools; Pupil Personnel Services; *State Standards; Student Evaluation
IDENTIFIERS- *Texas

This document provides general guidelines to promote consistency of occupational therapy and physical therapy service delivery in the Texas educational system. These guidelines are intended to clarify the roles of occupational therapy and physical therapy as related special education services. The guidelines cover: (1) differences between the medical therapy model and school-based therapy model for providing occupational and physical therapy; (2) the educational relevance of therapy; (3) paraprofessional and professional personnel; (4) eligibility requirements; (5) referral process; (6) assessment; (7) service options; (8) admission, review, and dismissal committee; (9) individual educational programs; (10) progress reports and

Educational Outcomes to the National Education Goals Panel. (23 references) (DB)

ED 347 735 EC 301 351

Bilingual Academics for Special Education Students (Project BASES) 1990-91. Final Evaluation Profile. OREA Report.
PUB DATE- 26 Jul 91
NOTE- 14p.; Prepared by the Bilingual, Multicultural, and Early Childhood Evaluation Unit.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Education; *Bilingual Education; *Computer Assisted Instruction; *Emotional Disturbances; English (Second Language); Intermediate Grades; *Limited English Speaking; Native Language Instruction; Program Effectiveness; Program Evaluation; Spanish Speaking; Student Placement
IDENTIFIERS- New York City Board of Education; Project BASES NY

The Bilingual Academics for Special Education Students project (Project BASES) in its first year served 76 Spanish-speaking students with limited English proficiency and emotional disturbances. The New York City Public Schools program, serving students aged 10 to 14, used an Integrative Linguistic Model to weigh students' academic and linguistic abilities for placement. The project's main feature was the integration of all subject areas around computer instruction. Computers were used to reinforce reading, writing, and mathematics skills through individualized programs, and to enhance students' social skills and self-esteem through writing, desktop publishing, and small group projects. One important limitation was the lack of funded staff. This evaluation study concludes that students received intensive instruction in English as a Second Language, Native Language Arts, and content area subjects reinforced by state-of-the-art computer software. The report discusses staffing, project implementation, and outcomes by individual objectives. An appendix describes data collection and analysis procedures. (JDD)

ED 347 736 EC 301 352

Bilingual Education Talented Academy (Project BETA) 1990-91. Final Evaluation Profile. OREA Report.
PUB DATE- 26 Jul 91
NOTE- 15p.; Prepared by the Bilingual, Multicultural, and Early Childhood Evaluation Unit. For the 1989-90 report, see ED 355 811.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Education; *Bilingual Education; English (Second Language); *Gifted; High Schools; *Limited English Speaking; Native Language Instruction; Program Effectiveness; Program Evaluation; *Special Programs; Talent
IDENTIFIERS- New York City Board of Education; Project BETA NY

Project BETA (Bilingual Education Talented Academy), a program of the New York City Public Schools, served (in 1990-91) 342 talented and gifted high school students who were classified as limited English proficient. The project provided instruction in English as a Second Language and Native Language Arts, and offered bilingual instruction in content area courses. The project met its objectives for career advisement, staff and curriculum development, and parental involvement. It partially met its attendance objective, but did not meet its objectives

PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Academic Education; Educational Research; Employment Potential; Federal Legislation; High Schools; *Integrated Curriculum; Job Skills; Literature Reviews; Models; *Orientation Materials; Statewide Planning; *Teacher Orientation; *Teaching Guides; *Vocational Education; Vocational High Schools
IDENTIFIERS- Rhode Island

A manual was developed for use by the Rhode Island Department of Education to introduce the faculty of the William R. Davies, Jr. Career and Technical High School (Lincoln, Rhode Island) and other secondary schools to the rationale for integration of academic and vocational instruction. A literature review was conducted to provide a conceptual framework for the manual and to determine the type of content to be included. It addressed cognitive, economic, and social justice issues relevant to integration of academic and vocational instruction. A search for similar manuals found none. The manual created contains nine sections, eight of which are concerned with conceptual categories of information that would document and substantiate the rationale for integration of academic and vocational education. The nine sessions are: (1) The Carl D. Perkins Vocational and Applied Technology Act of 1990; (2) Global Competition; (3) The Changing Nature of Work; (4) American Education--How Our Students Perform; (5) New Cognitive Research and Implications for Vocational Education; (6) Employability Skills for the Changing Nature of Work; (7) Models for Integrating Vocational and Academic Education; (8) Specific Benefits of Integrated Curriculum; and (9) Conclusion. This report's five chapters discuss background and significance of the research; the literature review; the methodology used; the results obtained; and conclusions, implications, and recommendations. Appendixes, amounting to about one-third of the report, include a list of 16 references, validation letters, and the complete manual. (YLB)

ED 347 277 CE 061 376

Green, James
Coordinating Education and Employment Training: A Coordinated Executive Summary.
PUB DATE- 89
NOTE- 17p.; For related documents, see CE 061 377-381.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Articulation (Education); Case Studies; *College School Cooperation; Community Colleges; Contracts; *Coordination; Demonstration Programs; *Educational Cooperation; *Education Work Relationship; Employment Programs; Federal Programs; Guides; High Schools; Institutional Cooperation; *Job Training; Material Development; Models; Statewide Planning; Two Year Colleges; Vocational Education
IDENTIFIERS- Job Training Partnership Act 1982; *Massachusetts

The Massachusetts State Council on Vocational Education advocates both articulation between secondary schools and community colleges and system coordination between education and employment training. Council projects have had two basic operational goals: to create dialogue within and between sectors and to create products that would stimulate policy development and provide technical assistance. The five products developed by these projects build on and reinforce each other. They include: (1) an inventory of intersystem vocational education agreements that provides current information on the

IDENTIFIERS- *Kendall College of Art and Design MI

A study identified the appropriate general content, structure, and sequence for a detailing discipline that promoted student achievement to professional levels. Its focus was the detailing discipline, a sequence of studio courses within the furniture design program at Kendall College of Art and Design, Grand Rapids, Michigan. (Detailing, an applied form of drafting, is the name of the graphic technical language used to communicate information about furniture.) Knowledge of Kendall's history, the furniture design program emphasis, and the industry-specific nature of detailing were studied to identify problems concerning detailing and possible solutions. A review of the literature suggested that many characteristics that business, industry, government, parents, and education may expect from high school graduates are probably desirable in college graduates. The survey questionnaire was sent to 120 furniture designers active within the home furnishings industry. Respondents provided demographic information, identified emphases in respondents' professional practice, recommended instructional methods and emphases, and identified expected levels of furniture design graduates' achievement in both ability and knowledge areas. A graphic matrix was developed to illustrate how this information could be structured into the current furniture design curriculum. (Appendixes include a list of 18 references, course descriptions, a suggested plan of study, and the instrument.) (YLB)

ED 347 295 CE 061 497

The Comprehensive Health Assessment.
PUB DATE- Mar 92
NOTE- 127p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Allied Health Occupations Education; Demand Occupations; Dental Assistants; Dental Hygienists; Dental Technicians; *Educational Needs; Emergency Medical Technicians; Employment Opportunities; *Employment Projections; *Health Occupations; *Health Personnel; Higher Education; Labor Market; *Labor Needs; Medical Laboratory Assistants; Medical Record Administrators; Medical Record Technicians; Needs Assessment; Nurses; Nurses Aides; Occupational Therapists; Occupational Therapy Assistants; Part Time Employment; Pharmacists; Physical Therapists; Physical Therapy Aides; Radiologic Technologists; Surveys; Wages
IDENTIFIERS- *Illinois (Quad Cities); *Iowa (East)

This report contains information from a fall 1991 health occupations assessment of 1,021 health-related employers in Eastern Iowa and the Illinois Quad Cities area. Twelve chapters present comprehensive results of all surveys; results of 10 labor market survey instruments developed for chiropractic offices, dentists' offices, emergency medical services, home health care organizations, hospitals, laboratories, long-term health care facilities, physicians' offices/clinics, veterinary offices, and weight control services; and results of another instrument for certified/licensed health professionals. Information is provided from 350 respondents regarding these broad personnel classifications: chiropractic, clinical laboratory, dental, emergency medical, medical records, nursing, occupational therapy, pharmacy, physical therapy, and radiology. Chapters 2-12 are in two parts. The first part discusses target markets, survey design, and data collection, tabulation, and analysis. Results presented in narrative and

IDENTIFIERS- *Africa (West); Gambia; Nigeria; Sierra Leone
The Commonwealth of Learning (COL) met with West African Commonwealth countries to furnish participants with information about the reasons for establishment of COL, its objectives, functions, and structure. Participants for the meeting came from The Gambia, Sierra Leone, and Nigeria. Opening sessions focused on COL and distance education as the main vehicle for achieving COL's purpose of creation of educational access. Concerns about inadequacy of communications and contacts between African countries were expressed in response to a discussion of COL's use of technology. Participants from Nigeria outlined experiences in distance education, including the Network of Distance Education Institutions; National Teachers Institute, a major provider of distance education; and the University of Abuja with its mandate to provide distance education components for each conventional subject. Participants from The Gambia reported on the new national policy of education, identified teacher training as the most crucial element for its success, and made a strong case for distance education as a support to the literacy campaigns. The Sierra Leone delegation identified problems with teacher education and reported no distance education programs. Conclusions were that COL should assist the countries, there was widespread need for teacher training, and an association of distance education institutions should be established. (Appendixes include minutes of a meeting with the Vice President of The Gambia and the agenda.) (YLB)

ED 347 314 CE 061 524

Tate, Ormond
Distance Education in Zambia. A Report on a Consultancy.
PUB DATE- 91
NOTE- 56p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Adult Education; Agency Cooperation; Developing Nations; *Distance Education; Economic Development; *Educational Needs; Educational Policy; Foreign Countries; Government Role; Labor Force Development; Material Development; Needs Assessment; Policy Formation; Secondary Education; Teacher Education; Teacher Improvement; Teacher Shortage
IDENTIFIERS- *Zambia
Education is a key element in Zambia's national development; distance education is particularly suitable as a means of human resource development. The main purposes of distance education are to provide education for the unserved, predominantly rural indigenous population; provide second-chance education for dropouts; raise the educational level of teachers and the general population; provide opportunity to gain qualifications; and improve community health and agriculture. Distance education agencies that have shown considerable determination and dedication to providing educational service are the National Correspondence College, Department of Correspondence Studies at the University of Zambia, and Education Broadcasting Services. The potential of distance education to contribute to the solution of social, economic, and educational problems has been recognized and picked up so enthusiastically that efforts have become diffuse and resources spread too thinly. Successful distance education requires material development, standards, government support, and coordination and mutual support. Three possible ways to assist Zambian distance education are to

*Toyota

A joint project was conducted between Toyota Motor Sales and Skyline College (in the San Francisco, California, area) to create an automotive technician training program that would serve the needs of working adults. During the project, a model high technology curriculum suitable for adults was developed, the quality of instruction available for entry-level technicians was improved, and recruitment efforts for all types of trainees were strengthened. The curriculum developed also had to follow state apprenticeship guidelines and meet the academic requirements of the college. Resistance of a major union local also had to be overcome. The curriculum achieved Automotive Service Excellence certification in all eight possible areas from the National Automotive Technicians Education Foundation. Toyota continues to provide up-to-date training materials, vehicles, and training for instructors, and the college has hired a permanent instructor to continue the project. In addition, the project has begun to interface with area high school auto technology teachers to help them upgrade their skills and to contact potential students. (This project report includes a curriculum description and an outside evaluation that shows that the program has been very successful in meeting its start-up goals and looks as if it will continue and serve as a model.) (KC)

ED 347 333 CE 061 563

Menk, Dennis
Presentation Skills. High-Technology Training Module.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Jul 90
NOTE- 6p.; Developed as part of the High-Technology Training Model for Rural Based Business and Industry, Technical Colleges and Local and State Educational Agencies.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Oriented Programs; Computer Software; Learning Modules; Postsecondary Education; *Public Speaking; Student Projects; *Teamwork; Technical Education; *Technological Advancement; Two Year Colleges
IDENTIFIERS- Technology Education

This module on presentation skills is designed for beginning computer applications classes for nondata processing majors. The module is designed to enhance students' presentation skills and teamwork abilities. The students, working in teams of two, select from a list of software projects. The student teams research, outline, and demonstrate the software to the class. Software project presentations (15 minutes in length) are made during the final 2 weeks of the semester. The module contains the following information: description; module objective; specific objective; content, i.e., project outline format, team concept, and evaluation basis; methodology; activities; resources; and evaluation method. (NLA)

ED 347 334 CE 061 564

Luthens, Roger
Structural Science Laboratory Supplement. High-Technology Training Module.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

IDENTIFIERS- *Illinois (Chicago); *Tech Prep

During its first year of development in 1991, the Chicago Manufacturing Technical Preparation (Tech Prep) Program established a plan for implementing an industry-driven, articulated 4-year manufacturing technology course of study that integrates applied academic courses with technical courses and meets industry hiring standards. The project secondarily intended to help metalworking companies to become more competitive through development of human resources. The program provides a structured career path for students to go to higher education or to employment. The program model was developed by a planning team of business, industry, government, labor, civic, and education representatives. An articulation agreement was negotiated between the City Colleges of Chicago and the Chicago Public Schools. Core industry standards being developed by Northern Illinois University are to be used to develop and refine the curriculum for the program, and the program is to be implemented during 1992. (Nine appendixes, which make up most of the report, include a list of advisory council members, the career preparation initiative model developed, building renovation plans, a draft of the multiple spindle screw machine curriculum, resumes for the final candidates for director of the project, a marketing plan, a draft plan for work-based learning, a curriculum articulation agreement, and a sample contract for paid participants.) (KC)

ED 347 352 CE 061 593

Advanced Technology Tech Prep Partnership for Northern Kane Regional Delivery System. July 1, 1990-June 30, 1991. Final Report.

SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

PUB DATE- Jul 91

NOTE- 28p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Advisory Committees; *Articulation (Education); Auto Mechanics; *College Programs; Community Colleges; Computer Assisted Design; *Curriculum Development; Drafting; Educational Innovation; Education Work Relationship; Higher Education; High Schools; Institutional Cooperation; *Program Development; School Business Relationship; Student Recruitment; *Technical Education; Two Year Colleges

IDENTIFIERS- *Elgin Community College IL; *Tech Prep

A 1-year project conducted by Elgin Community College (ECC) with the cooperation of Illinois School District #300 accomplished the following: (1) developed a curriculum to meet business and industry needs; (2) strengthened basic skills instruction in mathematics, science, and computers; (3) developed a 3-2-2 program allowing high school seniors to pursue an entry-level college program and a technology program of their career choice and start the technology program during the last year of high school; and (4) prepared these students for further education or employment. The pilot project enrolled 13 high school seniors in automotive repair and computer-assisted design/drafting. Marketing materials were developed and distributed to students and parents, working relationships with local businesses were established, agreements between ECC and local school districts were signed, and a three-college seminar on articulation was conducted. Student enrollment jumped from the first year's 13 students from 2 high schools to 50 students videotapes, transparencies, demonstrations, worksheets, hardware and software, jig and fixtures, and unit evaluation. Unit evaluation consists of CNC pretest, two CNC worksheets, three assignments, and a posttest. Fourteen additional transparencies are provided. (NLA)

ED 347 371 CE 061 616

Lipsky, Kevin
Programming Programmable Logic Controller. High-Technology Training Module.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- May 90
NOTE- 23p.; Developed as part of the High-Technology Training Model for Rural Based Business and Industry, Technical Colleges, and Local and State Educational Agencies.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Electromechanical Aids; *Electromechanical Technology; *Equipment Maintenance; *Learning Modules; *Programing; Technological Advancement; Two Year Colleges
IDENTIFIERS- Packaging; *Programable Logic Control

This training module on programming programmable logic controllers (PLC) is part of the memory structure and programming unit used in a packaging systems equipment control course. In the course, students assemble, install, maintain, and repair industrial machinery used in industry. The module contains description, objectives, content outline, methodology, activities, five resources (equipment, supplies, and printed materials), and evaluation--written test and program creation. The content outline indicates the following units: functions of PLCs, programming documentation, and developing application programs. The following materials are included with this module: pretest for programming a PLC; posttest for part 1 of programming a PLC; instructor evaluation of program development; Programmable Controller (PC) ladder logic diagram; PC instruction summary; instructions on writing the user program; and other diagrams and overhead transparencies used as teaching aids. (NLA)

ED 347 372 CE 061 618

Lodahl, Dan
Electronics Troubleshooting. High-Technology Training Module.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 29 Sep 89
NOTE- 16p.; Developed as part of the High-Technology Training Model for Rural Based Business and Industry, Technical Colleges, and Local and State Educational Agencies.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Classroom Techniques; Course Content; Electrical Systems; *Electric Circuits; Electromechanical Technology; Electronic Equipment; *Electronics; Electronic Technicians; Equipment Maintenance; Learning Activities; Learning Modules; Lesson Plans; Pretests Posttests; Teaching Methods; Technical Education; Test Items; *Troubleshooting; Two Year Colleges

discussed: (1) assessing the local need and climate for interagency partnerships; (2) getting started--forming a tentative rationale, identifying existing linkages, and developing internal administrative support; (3) forming the team--identifying and selecting the key players and issuing the invitation; (4) establishing a collaborative relationship; (5) developing a plan--creating an effective planning environment, forming an action plan, and developing an agency and community support for the plan; and (6) follow up and follow through--implementing the plan and maintaining momentum. Suggestions for developing linkages include the following: focus on client needs; share information; promote interagency cooperation; exercise patience, persistence, and involvement; and establish common goals, target dates, and subcommittees. Three appendices are included: (1) action plan form; (2) resources for further information; and (3) an evaluation of what's happening in Ohio. (NLA)

ED 347 392 CE 061 661

Personal Finance Resource Guide.
PUB DATE- Dec 91
NOTE- 74p.; For a related document, see ED 322 346.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Audiovisual Aids; Basic Business Education; Books; Consumer Economics; *Consumer Education; *Credit (Finance); Curriculum Development; Elementary Secondary Education; *Money Management; Pamphlets; *Resource Materials; Simulation; Social Studies; Textbooks

This personal finance guide assists teachers and curriculum committees in the selection of appropriate materials. The listings follow a common format: title; a brief description of the materials; the areas covered; the cost of materials; and information on how to obtain them. Materials cover the following areas: financial planning; purchase of goods and services; rights and responsibilities in the marketplace; credit; economics; consumer education; curriculum planning; business; money management; and social studies. The 97 listings are organized into the following categories: books and booklets; pamphlets and brochures; kits and programs; textbooks; audiovisuals; simulations; references and guest speakers; and elementary materials. (NLA)

ED 347 393 CE 061 662

Sartisky, Michael, Ed.; Dennis, Thomas A., Ed.
Louisiana Literacy Forum 1990. Proceedings of a Statewide Conference on Literacy Theory and Practice (Baton Rouge, Louisiana, April 20-21, 1990).
PUB DATE- 90
NOTE- 146p.; For related proceedings, see CE 061 663.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Adult Programs; *Adult Students; *Cultural Influences; *Definitions; Educational History; Educational Policy; Guidelines; High Interest Low Vocabulary Books; *Literacy Education; Policy Formation; Public Policy; Reading Instruction; Reading Materials; State Programs; Statewide Planning

ED 347 411 CG 024 339

Myrick, Robert D.; Erney, Tom
Caring and Sharing: Becoming a Peer Facilitator.
PUB DATE- 84
NOTE- 227p.; For leader's manual, see CG 024 338.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Adolescents; Communication Skills; Decision Making; Elementary Secondary Education; Evaluation Methods; Feedback; Leadership Training; *Peer Counseling

This book contains information and skill-building activities designed to train adolescents as peer facilitators. The first chapter describes peer facilitation and provides an overview of the book. The second chapter discusses principles, concepts, and ideas to help better understand how people learn, make decisions, change, and develop their own unique personalities. The third chapter describes the process of attentive listening. The fourth chapter discusses the skills and intuitive elements needed for the facilitator to increase the chances that the helping conditions will be present and that the relationship will be beneficial. The fifth chapter describes a facilitative feedback model. The value of feedback, feedback as praise, feedback as confrontation, direct and indirect feedback, and using feedback in a group are discussed. The sixth chapter examines responsible decision-making. A five-step model is presented which can serve as a guide in decision-making. The seventh chapter addresses the evaluation process. Assessment of self and others is discussed as information needed to evaluate progress, make adjustments when necessary, give direction, and eventually help group members understand more about their work. The eighth chapter focuses on practical aspects of being a peer facilitator. Three peer facilitator roles are described, and possible work settings are described. The ninth chapter provides information for handling problem moments as a peer facilitator. (LLL)

ED 347 412 CG 024 340

Myrick, Robert D.; Folk, Betsy E.
Peervention: Training Peer Facilitators for Prevention Education.
PUB DATE- 91
NOTE- 219p.; For training manual booklets, see CG 024 341.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Counselor Role; Elementary School Students; Elementary Secondary Education; Individual Development; Interpersonal Relationship; *Peer Counseling; *Prevention; Secondary School Students; Student Problems

This book introduces students to the helping relationship and appropriate methods of responding to others through a variety of experiential training activities. The first chapter discusses the need for peer facilitators. The peer facilitator movement is traced to the 1970s, and the power of peer relationships is described. Four basic helping roles and the nature of learning and changing are examined. The second strong, viable link in the entire educational chain. (NB)

ED 347 431 CG 024 359

Zellman, Gail L.; Bell, Robert M.
The Role of Professional Background, Case Characteristics, and Protective Agency Response in Mandated Child Abuse Reporting.
SPONS. AGENCY- National Center on Child Abuse and Neglect (DHHS/OHDS), Washington, D.C.
PUB DATE- Jan 90
NOTE- 193p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Child Abuse; *Child Welfare; *Legal Responsibility; *Professional Personnel
IDENTIFIERS- *Child Abuse and Neglect Reporting

This document presents a report on research undertaken to assess the incidence of child abuse reporting and of failure to report among mandated reporters; the contributions of workplace, personal, and institutional factors to reporting behavior; and the interaction of mandated reporters with the child protective agencies to which they report. The report presents results from a survey of mandated reporters and from interviews. Section I of the report provides an introduction and background information. Section II describes the study methodology; section III describes the prevalence and incidence of reporting and of failure to report; and section IV explores the impact of reporter and workplace characteristics on reporting behavior. Section V examines factors that contribute to reporting intentions; section VI presents analyses of the impact of case characteristics on reporting intentions and section VII presents a model of reporting decisions. Section VIII describes the current state of child protective services agencies and how they interact with mandated reporters. The final section presents conclusions and recommendations. It is noted that consistent reporting of suspected child abuse and neglect was the most common reporting pattern in the data, and that consistent reporters were characterized by fairly high levels of child abuse reporting knowledge, by beliefs that reports will have no negative consequences for the children they report or for themselves, and by positive views of the capability and professionalism of child protective services agencies. Selected items from several child abuse reporting survey instruments are appended. (NB)

ED 347 432 CG 024 360

Hearing on the Child Abuse Prevention, Adoption, and Family Services Act. Hearing before the Subcommittee on Select Education of the Committee on Education and Labor, House of Representatives, One Hundred Second Congress, Second Session.
PUB DATE- 27 Feb 92
NOTE- 283p.; Serial No. 102-96.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Adoption; *Child Abuse; *Family Programs; *Federal Legislation; Hearings; *Prevention; *Public Policy
IDENTIFIERS- Child Abuse Prevention and Treatment Act; Congress 102nd

This document presents testimony from a congressional hearing

ED 347 451 CG 024 380

Smith, Christine A.
Dating Preferences in Sex Stereotypic Men.
PUB DATE- Apr 92
NOTE- 10p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (63rd, Boston, MA, April 3-5, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Dating (Social); Higher Education; *Males; *Mate Selection; *Physical Attractiveness; Sex Role; *Sex Stereotypes; *Student Attitudes

Although research suggest a general preference by men for attractive partners, attractiveness may be more important for some men than for others. This study was conducted to investigate the role of men's sex stereotypic attitudes on their dating preferences. It was hypothesized that the level of sex stereotyping would correlate with the level ratings of ideal physical attractiveness of dating partners, such that highly sex stereotyped males would rate their ideal dating partners as more attractive than would those men low in sex stereotyping. It was further hypothesized that level of sex stereotyping would positively correlate with level of ideal dating partner femininity ratings, such that ideal dating partners of sex stereotyped participants would be rated higher on femininity than would ideal partners of low sex stereotyped males. Finally, it was hypothesized that sex stereotyping would also correlate negatively with masculinity. Male undergraduates (N=101) rated themselves on the Attitudes Toward Women Scale, and rated their ideal dating partner on physical attractiveness, femininity, and masculinity. The results indicated that highly sex stereotyped men were more likely to prefer physically attractive ideal dating partners who were low in masculinity. No relationship was found for femininity. (NB)

ED 347 452 CG 024 381

Shee, Soon-Chiew; Habenicht, Donna J.
Counseling in Hong-Kong and Singapore: Personal Perspectives.
PUB DATE- 17 Oct 91
NOTE- 9p.; Paper presented at the Annual Conference of the North Central Association for Counselor Education and Supervision (Arlington Heights, IL, October 16-19, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counseling; Counseling Techniques; Counseling Theories; *Counselor Training; *Cultural Awareness; Foreign Countries; *Professional Associations
IDENTIFIERS- *Hong Kong; *Singapore

This paper provides a personal look at counseling and counselor education in Hong Kong and Singapore. A section on the availability of formal and informal training resources in counseling notes that many practitioners in the counseling profession in Hong Kong or Singapore go abroad to pursue graduate studies, since, comparatively speaking, Hong Kong and Singapore can offer no better option for graduate training in counseling than what can be obtained abroad. Opportunities for professional development in Hong Kong and Singapore do exist, however, and they include counseling courses offered by the Institute of Education and the National University of Singapore entering professionals. (ABL)

ED 347 471 CG 024 455

Crouch, Toni; Walz, Garry R.
CHDF-Partner in Professionalism. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Counseling; Counselor Role; *Counselors; *Individual Development; Organizational Objectives; Professional Development; Publicity; Research
IDENTIFIERS- *Counseling and Human Development Foundation; ERIC Digests

The Counseling and Human Development Foundation (CHDF) is the only national philanthropic organization whose sole purpose is the enhancement of individual human development by conducting and fostering programs of research and education in counseling and human development. A 1991 review decided future focus of resources should be on research, professional development, and public awareness/recognition. The research agenda for the 90s concentrates on advocacy research which documents what professional counselors do thus demonstrating the advantages of employing professional counselors and efficacy/outcome research which answers two basic questions: What works? What works best? CHDF's efforts in the area of professional development will focus on expanding professional counselors' skills and understanding of research techniques and grant review procedures. To increase public awareness of the important role of professional counselors, CHDF will develop and implement a Community Disaster Response Program aimed at mobilizing counseling support in times of crisis, such as war, hurricanes, and riots. (ABL)

ED 347 472 CG 024 456

Clawson, Thomas W.; Wildermuth, Victoria
The Counselor and NBCC. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Certification; *Counselors; Counselor Training; Testing; Trend Analysis
IDENTIFIERS- ERIC Digests; *National Board for Certified Counselors

The National Board for Certified Counselors (NBCC) is the largest counselor certification agency in the U.S. and is widely recognized as a national credential based upon training, experience, and performance on a written examination. NBCC has developed two examinations: the National Counselor Examination (NCE) and the National Career Counselor Examination (NCCE). Currently, both examinations are knowledge-based and NBCC relies on the candidate's experience and supervision as competency checks. A revised NCE will be competency-based. A for ethnically diverse college freshmen and whether the patterns of belief-performance relationships for ethnically diverse students are similar to those found for white, middle class populations. Subjects in the ethnic sample were 138 freshman students (47 males, 91 females) and included 50 African Americans, and 68 Mexican Americans or Hispanics at a western state university; those in the comparison sample were 150 predominantly white, middle class undergraduate students (29 male, 121 females) at a midwestern state university. Both samples were administered measures to assess self-efficacy, outcome expectancy, causal attributions, reading performance, and writing performance. Results indicated differences between ethnic students and white, middle class students in the patterns of beliefs and in the relationships of beliefs to performance for reading and writing. These differences may significantly affect persistence and effort in reading and writing activities that in turn affect skill development. (Two tables of data are included.) (SR)

ED 347 498 CS 009 723

Family Focus: Reading and Learning Together Packet.
PUB DATE- Aug 88
NOTE- 36p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Beginning Reading; Family Involvement; *Newspapers; Parent Child Relationship; *Parent Role; Parent Workshops; Primary Education; *Reading Attitudes; *Reading Habits; *Reading Instruction; Reading Skills
IDENTIFIERS- *Intergenerational Learning

Recognizing the crucial role played by parents and family in literacy development, a program called "Family Focus: Reading and Learning Together" has published this packet designed to teach parents ways to use the newspaper to reinforce reading skills in a relaxed home setting. It contains suggestions and materials for four 90-minute programs to help parents encourage their children in grades one through three to read, talk, and think. Components of the packet are: (1) a leader's guide; (2) a parent brochure in camera-ready form suitable for reproduction in large numbers, describing activities for parents and children reading the newspaper together; (3) model letters to parents and to teachers, which can be adapted for local use; (4) a publicity flier for parents; (5) public service announcements for both newspapers and radio; (6) model programs on four different topics with sample agendas and step-by-step suggestions; (7) model statements to parents; (8) transparency masters; and (9) an evaluation card for leaders and an evaluation form for parents. (SR)

ED 347 499 CS 009 972

Coordinating Instruction in Chapter 1 Programs: Resource Guide.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Compensatory Education Programs.
PUB DATE- 89

Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Annotated Bibliographies; *Class Activities; *Content Area Reading; *Content Area Writing; High Schools; Journal Writing; Lesson Plans; *Mathematics Instruction; *Science Instruction; Vocabulary Development; Writing Assignments
IDENTIFIERS- ERIC

Designed to tap the rich collection of instructional techniques in the ERIC database, this compilation of lesson plans focuses on reading and writing activities for use in the high school science and math classroom. The 43 lesson plans in this book cover writing about science, reading about science, the vocabulary of science, short scientific writing assignments, long scientific writing assignments, and science and the imagination. The book includes an activities chart which indicates the focus and types of activities (such as small group activities, journal writing, poetry, vocabulary development, etc.) found in the various lessons. A 27-item annotated bibliography contains references to research and additional resources. (RS)

ED 347 519 CS 011 028

Johns, Jerry L.; And Others
Celebrate Literacy! The Joy of Reading and Writing. Teaching Resources in the ERIC Database (TRIED).
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 109p.; Also published by EDINFO Press.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Class Activities; Computer Assisted Instruction; Elementary Education; Instructional Effectiveness; Lesson Plans; *Literature Appreciation; Parent Participation; *Reading Attitudes; *Reading Games; *Reading Instruction; *Reading Strategies; Reading Writing Relationship; Writing (Composition)
IDENTIFIERS- *Reading Motivation

Designed to tap the rich collection of instructional techniques in the ERIC database, this compilation of lesson plans offers practical suggestions to help elementary school students discover the fun involved in becoming and being literate. The 40 lesson plans in the book are divided into sections entitled "Classroom Reading Strategies and Skills; "Reading is about Literature"; "Reading and Other Media"; "Reading Fun and Games"; and "Reading Parties." The book includes an activities chart which indicates the focus and types of activities (such as reading skills, oral language skills, silent reading, parent involvement, writing skills, and cloze procedures) found in the various lessons. A 35-item annotated bibliography contains references to research and additional resources. (RS)

ED 347 520 CS 211 511

Gilman, David Alan; And Others
A Comparison of Achievement in Writing To Read and Traditional Instruction at the East Gibson School Corporation.
SPONS. AGENCY- East Gibson School Corp., Oakland City, IN.
PUB DATE- Jun 88

English Language Arts: Senior Years (9-12). Curriculum Support Series.
PUB DATE- 91
NOTE- 181p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Curriculum Guides; English Instruction; Foreign Countries; High Schools; *Language Arts; Literature; *Secondary School Curriculum; Thinking Skills
IDENTIFIERS- Canada; Manitoba

This curriculum support document, for English Language Arts, Senior Years, grades 9-12, in Manitoba, is intended to suggest general strategies along with specific formats and activities for teaching listening, speaking, reading, writing, viewing, and thinking skills, and for the study of literature and language. The document's nine sections are as follows: (1) Organizing the Year's Work; (2) Developing Language through Literature; (3) Developing Language through Language Study; (4) Developing Language through Listening; (5) Developing Language through Speaking; (6) Developing Language through Reading; (7) Developing Language through Writing; (8) The Thinking/Learning Process; and (9) Bibliography (containing 71 references and 36 annotated "suggested reading" citations). Except for the bibliography, each section contains program goals, specific goals, instructional principles, strategies, formats and activities, and an evaluation. (SR)

ED 347 540 CS 213 434

Hill, Charles A.
The Effect of Writing on Students' Argument-Evaluation Processes.
PUB DATE- Mar 92
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *College Freshmen; *Critical Thinking; Discourse Analysis; Freshman Composition; Higher Education; Instructional Effectiveness; *Persuasive Discourse; Thinking Skills; Writing Evaluation; Writing Research
IDENTIFIERS- Writing Contexts; *Writing Tasks

A study examined the influence of two different writing tasks on the ways in which students evaluate arguments on one controversial issue. Subjects, 20 first-year college students, evaluated 2 argumentative articles on the issue of drug legalization. Subjects rated the strength of the argument of each paragraph as they read. Ten of the subjects wrote short answers to a set of "critical thinking" questions, and the other 10 students wrote an essay in which they analyzed and evaluated the arguments in the articles. The subjects then re-read the articles, once again evaluating the strength of the argument in each paragraph. Students' comments made while evaluating the strength of the arguments were tape recorded and transcribed. Results indicated that the students: (1) did not say much about issues of logic and support in the arguments; (2) liked the use of some types of emotional appeals; (3) were very uncritical of the statistics used in the arguments; and (4) were not influenced in their use of evaluative criteria by the type of writing task (short answer or essay writing). (Two short description of "clustering." (HB)

ED 347 558   CS 213 459

Ediger, Marlow
The Pupil and Poetry.
PUB DATE- 92
NOTE- 12p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Creative Thinking; *Creative Writing; Elementary Education; *Imagery; Interdisciplinary Approach; Literature Appreciation; Metaphors; *Poetry
IDENTIFIERS- Writing Thinking Relationship

Pupils should develop a thorough appreciation for poetry. Poetry may be correlated with different curriculum areas in elementary schools, such as science, math, and health. Students can be introduced to various poetic forms, such as couplets, triplets, limericks, haiku, and free verse. Teachers should encourage experimentation and novel ideas in the writing of poetry. Various teaching methods can be attempted to foster an understanding of imagery among students. Creative thinking is also an important skill which teachers must foster by providing a psychological environment in which students feel free to explore. Teachers should provide an environment which facilitates the stimulation of student thinking. Students can gain a great deal from peer group work and the sharing of ideas with each other. Learners should have ample time to engage in the writing of poetry and in creative thinking. (HB)

ED 347 559   CS 213 460

Cianciolo, Patricia J.; Quirk, Barbara
Critical Analysis of a Distinctive Literature Curriculum. Elementary Subjects Center Series No. 55.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 92
NOTE- 82p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Curriculum Evaluation; Curriculum Research; Elementary Education; Instructional Innovation; *Instructional Material Evaluation; *Literature Appreciation; State Curriculum Guides
IDENTIFIERS- Aesthetic Reading; *California Literature Program; Response to Literature

This paper analyzes the curriculum materials of the California Literature Program, a distinctive literature curriculum for grades K-6, in terms of how it addresses the critical/aesthetic approach. The paper notes that although a sequence of concepts, skills, and attitudes about literature in parts of the program can be identified, the organizing idea is one of literature as a tool or vehicle for developing concepts, skills, and attitudes about communication. The paper looks at the titles selected, the program's discussion of the characteristics of and range of possible responses and approaches to literature, and the type of pedagogical knowledge needed to implement the program. The paper evaluates the directions given regarding the selection of titles and types of enabling activities to be

Attitudes; *Teacher Education; *Teacher Education Programs; Teaching Methods
IDENTIFIERS- Eastern Illinois University; Semantic Differential Test of Teacher Attitudes

To develop an intensive preclinical experience for college juniors giving them "real" school contact and encouraging cooperative goal setting and planning among the public school and university staff, a study examined two revisions to the "junior block" program at Eastern Illinois University. This program provides students with 12 weeks of education classes followed by 4 weeks of actual classroom experience, and the revisions were as follows: (1) the teacher education students began their semester knowing the actual public school classroom to which they were assigned rather than waiting 12 weeks to receive that assignment; and (2) the public school staff were given major input into the students' college class instruction and experiences. The attitudinal change of the teachers during this experience was measured with the Semantic Differential. Results of this investigation indicated that: (1) the subjects terminated the experience with a positive attitude toward the new approach in the junior block program and towards their role in the preparation of teachers; (2) scheduling and placement changes improved the quality of the experience for the students; (3) the public school staff appreciated a heightened level of participation in the teacher education process; (4) communication among the important actors was increased; (5) the public school educators have become more willing to accept junior block students because they can be reassured of the quality of the experience for their classrooms; and (6) the university coordinator has gained entry into a practicum setting which will continue to provide much-needed placement opportunities for future teacher education students. (Four tables of data are included.) (MS)

ED 347 576 CS 507 628

Bloomberg, Karen, Ed.; Johnson, Hilary, Ed.
Communication without Speech: A Guide for Parents and Teachers.
PUB DATE- 91
NOTE- 176p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Communication Problems; Elementary Education; Foreign Countries; Language Handicaps; *Nonverbal Communication; Preschool Education; *Teaching Methods
IDENTIFIERS- Australia; *Communication Strategies

This guide addresses issues facing the parents, teachers and caregivers of children who are unable to use normal speech as a means of communication. It focuses on people who are intellectually disabled or children who are starting to use augmentative communication. The guide includes the following topics: the nature of communication; an overview of the range of alternatives available to people who are without functional speech; the team approach to the management of severe communication impairment; how to evaluate a communication aid; how to make a communication aid; communication games; technology and communication aids; and a national resource guide to available services. Chapters include: "What is Communication?" (Bronwyn Dredge); "What is Augmentative Communication?" (Cheryl Crosthwaite); "Working Together: The

into Action: A Center for Creative Leadership Technical Report.
PUB DATE- Apr 92
NOTE- 101p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; Employer Employee Relationship; *Organizational Communication; *Organizational Effectiveness; Program Descriptions; Surveys
IDENTIFIERS- Communication Behavior; Communication Patterns; *Communication Strategies; Superior Subordinate Relationship

A study examined upward-communication practices (from lower levels to higher levels in an organization) in American industry. Seventy-five large top-ranked companies responded to a survey concerning their upward-communication programs, for a response rate of 39%. Forty of the completed surveys included materials describing their upward-communication programs. Results indicated that: (1) the companies reported using an average of 6.6 upward communication practices; and (2) the three most common practices were suggestion programs, "open door' programs, and opinion surveys. Results further described 10 upward-communication practices, with some examples submitted by respondents, and compared upward-communication programs regarding the extent to which they handle grievances, suggest improvements, and provide feedback to the organization. Among the reasons to ensure good upward communication are that it provides feedback to management, it supplies early warning, it transmits unfiltered information, and it enhances organizational effectiveness. Findings suggest that the majority of large American firms use a wide variety of programs to foster upward communication from their employees. (Thirty-two references, a list of participating companies, the survey cover letter, a completed survey form, and company-provided materials describing the upward-communication programs of 16 companies are attached.) (RS)

ED 347 595 CS 507 873

Smith, Matthew
Rhetorical Sensitivity II: The Sequel--Pick or Pan?
PUB DATE- Feb 92
NOTE- 37p.; Paper presented at the Annual Convention of the Western States Communication Association (63rd, Boise, ID, February 21-25, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Research; *Interpersonal Communication; Literature Reviews; *Persuasive Discourse; *Rhetorical Theory; Theory Practice Relationship
IDENTIFIERS- Research Suggestions; *Rhetorical Sensitivity; Rhetorical Situation

This paper, a research review, looks at the concept of rhetorical sensitivity and how it relates to persuasion. The paper maintains that rhetorical sensitivity and its measures, RHETSEN and RHETSEN 2, (developed in 1980 by Hart, Carlson, and Eadie) attempt to categorize the sensitivity people have for the rhetorical nature of interaction. The paper discusses the theoretical aspects of rhetorical sensitivity and how it fits into the persuasion research paradigm. The inculcation of the established theories of identification, compliance-gaining, and discipline. The effect of staff development courses in writing as a process and writing across the curriculum at a rural Oregon school is the subject of the fifth article, "Teaching and Assessing Writing Skills: Lacomb Elementary School." The last article, "Staff Development To Improve Student Writing Performance: East Orient Elementary School" (Jocelyn A. Butler), presents research findings regarding improved student reading scores after a Portland, Oregon, school began applying the research-based school improvement process "Onward to Excellence" (OTE) in 1984. (AA)

ED 347 614 EA 022 365

School Improvement Research Series V, 1990-91.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 91
NOTE- 83p.; For other issues in this series, see EA 022 364-365 and EA 023 953.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Classroom Techniques; Computer Assisted Instruction; Discipline; *Educational Improvement; *Effective Schools Research; Elementary Education; Elementary School Mathematics; Mathematics Instruction; Minority Groups; Reading Instruction; *School Effectiveness; Student Motivation; *Urban Education

This packet of seven research-based articles on school improvement summarizes research on educating urban minority youth, discusses discipline and monitoring student progress, and describes four programs for improving elementary school mathematics and reading instruction. "Educating Urban Minority Youth: Research on Effective Practices" (K. Cotton) reviews key studies about educating urban minority students, particularly Black and Hispanic American students, and relates the findings to effective schools research. "Schoolwide and Classroom Discipline" (K. Cotton) recommends guidelines for school and classroom discipline and lists ineffective practices that should be avoided. "Computer-Assisted Instruction" (K. Cotton) reports that programs of computer-assisted instruction produce positive effects on student learning and attitudes. "Improving Mathematics Learning: Crestwood Elementary School" (K. Cotton) describes classroom activities that enhance student motivation, self-esteem, and parent and community involvement. "Frequent Monitoring and Student Recognition: Whiteman Elementary School" (N. Olson) describes how careful monitoring of student progress and public recognition of student accomplishments improved academic achievement. "Improving Reading: San Vicente Elementary School" (K. Busick) describes an inservice teacher training program to improve reading instruction. "Math Problem Solving Improvement: Troutdale Elementary School" (J. A. Butler) describes a daily seven-step approach to solving mathematics story problems. Three annotated bibiliographies are included. (FMW)

ED 347 615 EA 023 386

Flanigan, J. L.; Richardson, M. D.
An Analysis of Five Years of the Education Improvement Act on the Fiscal Capacity of South Carolina Schools To Deliver Equal Education Opportunity.
PUB DATE- Mar 91

ED 347 634 EA 024 065

Gross, Gay Ann
Restructuring Student Data into Useful Information through Computerization.
PUB DATE- Feb 92
NOTE- 113p.; Practicum report, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Students; Community Colleges; Computer Uses in Education; *Database Management Systems; Data Collection; *Information Retrieval; *Information Storage; *Management Information Systems; *Student Records; Two Year Colleges

Outcomes of a project that implemented a management information system to effectively gather and record student data are presented in this practicum report. The project, implemented in the adult education department of a community college and its various offcampus locations, consisted of three components: a BASIC program to calculate students' time cards; an attendance spreadsheet; and a database to record all data. A manual was also developed and aides were trained to implement the program. Evaluation was based on interviews conducted with the supervisor and administrators; comparison of recorded data; and questionnaires administered to 2 administrators, 38 teachers, and 11 aides. All administrators and aides and all but 16 teachers responded to the survey. The project met five out of eight of its objectives, which included greater assistance in obtaining detailed student information, a reduction in paperwork, the aides' acquisition of a new management information system skill, improved accuracy of student records, and decreased calculation time. Appendices contain the computer project components, a spreadsheet printout, student registration and data forms, a copy of the manual, and the questionnaire with a summary report. (18 references) (LMI)

ED 347 635 EA 024 073

EPA's Administration of the Asbestos in Schools Program. Hearing before the Environment, Energy, and Natural Resources Subcommittee of the Committee on Government Operations. House of Representatives, One Hundred Second Congress, First Session (September 24, 1991).
PUB DATE- 92
NOTE- 179p.; Some faint small print on p49-55 and broken print on p123-125 may not reproduce adequately in paper copy.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Asbestos; Compliance (Legal); Construction Materials; Elementary Secondary Education; Federal Government; *Federal Regulation; *Hazardous Materials; *Program Effectiveness; School Safety
IDENTIFIERS- *Asbestos Hazard Emergency Response Act 1986; *Environmental Protection Agency

Proceedings of a hearing concerning the Environmental Protection Agency's (EPA's) administration of the Asbestos in School Program are presented in this report. Specifically, the hearing's purpose was to examine the EPA's progress in implementing the Asbestos Hazardous Emergency Response Act (AHERA), wherein the agency was responsible for providing guidance regarding the removal of asbestos from public schools. The report contains statements, letters, and testimonies of EPA

leadership development project, attempted to integrate an increased awareness of disparity in administrators' teacher supervision practices. Nationwide clusters of site-based school administrators explored four function areas of leadership: curriculum and instructional leadership; school management; staff development; and parent/community outreach. Recommendations are made for preparing and recruiting diverse populations in educational leadership, for expressing equity measures in educational policies at every level, for formulating a holistic community agenda, and for providing students with a global model of coexistence. Two figures and one table are included. (39 references) (LMI)

ED 347 655 EA 024 099

Desmond, Cheryl T.
A Comparison of the Assessment of Mastery in an Outcome-Based School and a Coalition of Essential Skills School.
PUB DATE- Apr 92
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Educational Change; *Evaluation Methods; High Schools; *Instructional Innovation; Mastery Learning; Secondary Education; *Student Evaluation; *Teacher Role; *Teaching Methods
IDENTIFIERS- *Coalition of Essential Schools; *Outcome Based Education

Findings of a study that investigated the meaning and assessment of student mastery in outcome-based education (OBE) and Coalition of Essential Schools (CES) classrooms are presented in this paper. Classroom observations were conducted during 1991-92 in a total of 12 10th-grade classrooms--of 4 teachers in an OBE school in Johnson City, New York, and 8 teachers in a CES program in Lancaster, Pennsylvania. Findings indicate that the student assessment practices of the OBE and CES teachers generally reflected the philosophical premises and pedagogical components of each restructuring movement. Both approaches' focuses on the student as learner and on student mastery resulted in increased student responsibility for the construction of individual knowledge and a change in the role of assessment from a separate task to an integral component of instruction. Each school combined quantitative and qualitative measurements and demonstrated a shared commitment to the beliefs that all students can learn and that learning outcomes must be explicitly stated. (26 references) (LMI)

ED 347 656 EA 024 100

Darling-Hammond, Linda
Reframing the School Reform Agenda: Developing Capacity for School Transformation.
PUB DATE- Apr 92
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Change; Educational Improvement;

ED 347 676 EA 024 123

Fay, Carolyn
The Case for Teacher Leadership: Towards Definition and Development.
PUB DATE- Apr 92
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; Faculty Development; *Leadership; *Leadership Training; *Professional Development; *Teacher Participation; Teacher Role; *Teacher Workshops
IDENTIFIERS- *Indiana

The first part of this paper presents the findings of a study of the leadership needs of five practicing teacher leaders. Findings identified an expressed need for specific teacher development and training, which led to the creation of a Leadership Institute for the Future of Teaching (LIFT). The second part of the paper describes the LIFT program, a 2-week graduate summer seminar and fall course that was offered at Indiana University in 1991. Participants continue to meet weekly and publish a newsletter. A university seminar program for teacher leadership certification is under consideration. Goals of LIFT are dedicated to the study and development of teacher leadership, research dissemination, and the creation of restructured, teacher-designed schools. Three figures are included. Appendices include sample pages of the program newsletter, LIFT planning panel participants, a summary of panel issues, and an editorial letter to the local newspaper. (27 references) (LMI)

ED 347 677 EA 024 124

Brantlinger, Ellen; Guskin, Samuel
Barriers to Integrated Schools and Classrooms: Affluent Parents' Perceptions of Their Own and Other People's Children.
PUB DATE- Apr 92
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Affluent Youth; Elementary Secondary Education; Integration Readiness; Parent Aspiration; *Parent Attitudes; *Social Class; Social Differences; *Social Integration; Social Values; *Socioeconomic Influences; *Socioeconomic Status

Findings of a study that examined high-income mothers' views toward their children in relation to those of lower-income levels and attitudes toward educational segregation are presented in this paper. Conducted as part of a broader examination of social class influences on schooling, this study is based on interviews conducted with 20 high-income mothers in a small midwestern city. Findings indicate that affluent parents viewed their own children as more intelligent and competent than those of the poor and pushed for advanced separate school situations. Respondents adhered to the cultural shared understanding, and the development of trusting interpersonal relationships among all stakeholders. Two figures and the communities' vision statements are included. (LMI)

ED 347 697 EA 024 155

Hansen, Shirley J.
Schoolhouse in the Red: A Guidebook for Cutting Our Losses. Powerful Recommendations for Improving America's School Facilities.
SPONS. AGENCY- Honeywell, Inc., Minneapolis, Minn.
PUB DATE- Jun 92
NOTE- 47p.; For the management summary, see ED 344 339.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143)
DESCRIPTORS- *Cost Effectiveness; Educational Environment; *Educational Facilities; Elementary Secondary Education; *Energy Conservation; Environmental Standards; *Facility Improvement; *Facility Planning; Maintenance

Guidelines for improving the quality of school facilities in the United States are presented in this document. A national survey conducted by the Educational Research Service of 2,418 elementary and secondary administrators yielded 922 usable responses, which indicated that one building in every eight is an inadequate place for learning. Based on the belief that the condition of school facilities has a direct and lasting effect on educational quality, the American Association of School Administrators (AASA) held a conference to examine issues brought out by the study. Sections discuss each of the following issues and offer recommendations for improvement in the areas of: the learning environment; the age and condition of America's schools; maintenance; indoor air quality; energy efficiency; school finance; and leadership. Twelve tables, a glossary, a list of conference participants, and a school facility evaluation form are included. (10 references) (LMI)

ED 347 698 EA 024 170

Intermediate Units: Renewed Interest in the Redesign of Service Delivery in State School Systems. Policy Briefs Special Policy Report 1.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Delivery Systems; *Educational Policy; Elementary Secondary Education; *Intermediate Administrative Units; *Organizational Change; Resource Allocation; *School Districts; *State School District Relationship

This brief is a special policy report of the Intermediate Service Unit Task Force of the Regional Policy Information Center. Intermediate service units were created in many forms and with many titles to provide assistance and services to local school districts. The task force is working to create and operationalize a "knowledge utilization system" for immediate service units at a regional level and a network of governance other documentation; (11) definitions; and (12) requirements/qualifications for occupational therapy and physical therapy personnel. An appendix lists 31 national and Texas organizational resources, 11 resource publications for recruiting personnel, and occupational therapy and physical therapy academic programs and assistant programs in Texas. (JDD)

ED 347 718 EC 301 329

Ooms, Theodora
Implementation of P.L. 99-457: Parent/Professional Partnership in Early Intervention. Background Briefing Report and Meeting Highlights (Washington, D.C., March 16, 1990).
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Maternal and Child Health and Resources Development.
PUB DATE- Mar 90
NOTE- 40p.; One of a series of monthly seminars conducted by the Family Impact Seminar.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Agency Cooperation; *Compliance (Legal); Definitions; *Disabilities; *Early Intervention; Educational Legislation; Eligibility; *Family Programs; Federal Legislation; Financial Support; Infants; Needs Assessment; Parent Participation; Preschool Education; State Standards; Toddlers
IDENTIFIERS- *Developmental Delays; Education of the Handicapped Act 1986 (Part H); Empowerment; Individualized Family Service Plans

This report provides background information and summarizes a 1990 seminar on the parent/professional partnership in the implementation of Public Law 99-457. Topics considered in the seminar included eligibility under Part H of the law, early intervention prior to P.L. 99-457, the process of the legislation, future of the legislation, timing of implementation, interagency collaboration, entitlement issues, the family centered emphasis, finance, transition, voluntary parental participation, case management, special needs children in the care of public agencies, state variations in eligibility, and definition of the family. The background briefing report reviews the scope and service needs of infants and young children with disabilities and their families and describes the emerging field of early childhood intervention. Key components of the Infants and Toddlers Program, Part H of P.L. 99-457, are then presented and the main issues discussed. These include coping with diversity, agency collaboration and coordination, the shared responsibility of education and health, states' definitions of developmental delay, family involvement in the individualized family services plan, cultural competence and sensitivity in working with families, empowering families as consumers, training early intervention personnel, and adequacy of financial resources. A list of relevant federal programs and private sector organizations and 46 references concludes the document. (DB)

ED 347 719 EC 301 330

Coordination, Collaboration, Integration: Strategies for Serving Families More Effectively. Part One: The Federal Role. Meeting Highlights and Background Briefing Report.
SPONS. AGENCY- Annie E. Casey Foundation, Greenwich, CT.; Consortium of Family Organizations.; Health Resources and

for Native Language Arts, English as a Second Language, and content area subjects. An appendix describes data collection and analysis procedures. (JDD)

ED 347 737 EC 301 353

Staff Helping Attain Relevant Education (Project SHARE) 1990-91. Final Evaluation Profile. OREA Report.
PUB DATE- 26 Jul 91
NOTE- 11p.; Prepared by the Bilingual, Multicultural, and Early Childhood Evaluation Unit.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Consultation Programs; *Disabilities; *Early Intervention; English (Second Language); *Limited English Speaking; Native Language Instruction; Primary Education; Program Effectiveness; Program Evaluation; Spanish Speaking; Staff Development; Student Evaluation; Student Needs; *Teamwork
IDENTIFIERS- New York City Board of Education; Project SHARE NY

Project SHARE (Staff Helping Attain Relevant Education) designed and implemented a consultative/assistance team approach to assess and meet the instructional needs of handicapped students with limited English proficiency enrolled in kindergarten through grade 2 in New York City Public Schools. The program sought to develop the students' cognitive/academic and social skills through the use of native language (Spanish) and English-as-a-Second-Language techniques. The project provided consultants to train staff in consultative/collaborative strategies. Evaluation of 77 student participants indicated that the project's strength was its focus on early intervention and prevention. The time-consuming nature of the one-on-one sessions caused staff concerns about including additional project sites. This evaluation report describes staffing, project implementation and outcomes, and a case history. An appendix describes data collection and analysis procedures. (JDD)

ED 347 738 EC 301 354

Career Education and Learning Strategies Implementation Model (Project CELSIM) 1990-91. Final Evaluation Profile. OREA Report.
PUB DATE- 26 Jul 91
NOTE- 10p.; Prepared by the Bilingual, Multicultural, and Early Childhood Evaluation Unit. For 1989-90 report, see ED 329 052.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education; *Career Education; Counseling Services; English (Second Language); High Schools; *Hispanic Americans; *Learning Strategies; *Limited English Speaking; Mainstreaming; Models; Native Language Instruction; Program Effectiveness; Program Evaluation; Spanish Speaking
IDENTIFIERS- New York City Board of Education; Project CELSIM NY

In its third year, Project CELSIM (Career Education and Learning Strategies Implementation Model) of the New York City Public Schools served 282 Hispanic high-school students with limited English proficiency. The project provided students with English-as-a-Second-Language and Native Language Arts instruction, bilingual instruction in content area subjects, career awareness instruction, and counseling services. The project also provided staff with a series of training conferences on teaching methodologies and learning styles. Strengths of the project included its information sharing with mainstream staff status of articulation, collaboration, and Job Training Partnership Act (JTPA) agreements between high schools, community colleges, and service delivery areas; (2) a paper on articulation which correlates significant educational and economic trends with an argument for using articulation as a strategy to meet occupational predictions; and (3) an articulation guidebook which explains forms of articulation, reviews benefits and barriers, introduces the importance of formal agreements and plans, and discusses planning processes, implementation activities, financial considerations, and program development. A fourth product is a report on a study of the status of coordination between JTPA and school/college occupational programs that used case studies developed through roundtable discussions and individual interviews in four JTPA service delivery areas. And finally, a handbook was produced that describes four different types of coordination practices already in place in Massachusetts. (YLB)

ED 347 278 CE 061 377

Teitel, Lee
Making Connections--Between Education and Employment Training.
PUB DATE- 89
NOTE- 28p.; For related documents, see CE 061 376-381. For "Commonwealth Connections," see CE 061 379.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Articulation (Education); *College School Cooperation; Community Colleges; Consortia; *Coordination; Demonstration Programs; *Educational Cooperation; *Education Work Relationship; Employment Programs; Federal Programs; Guides; High Schools; Institutional Cooperation; *Job Training; Postsecondary Education; Regional Schools; Statewide Planning; Two Year Colleges; Vocational Education; Vocational Schools
IDENTIFIERS- *Massachusetts

This handbook describes four innovative methods of connecting schools and colleges with employment training in Massachusetts. It is a companion document to "Commonwealth Connections," which describes successful traditional programs in schools and colleges. An introduction provides an overview of the coordination approaches, two of them designed by regional vocational-technical schools (RVTs) to help people not targeted by employment training agencies and two designed by consortia to reduce competition and streamline the delivery of services in a particular region. The first example is Greater Lowell RVT, which focuses on making evening and weekend courses available through a "vocational education triage" approach that refers students who meet targeted criteria to other agencies and serves those who do not fit into any agency's targeted population through a Carl D. Perkins Adult Training and Retraining Grant. The second example is Assabet Valley RVT, which integrates adult trainees into day course offerings. The third example is the MetroWest Education Training Group, an effort of several RVTs and community colleges to increase their involvement with the employment training system by simplifying the purchase of adult training "slots" in the schools' regular offerings. The final example is the Machine Action Project, in which the consortium pools resources of all educational providers and employment training, business, and labor groups and minimizes competition by establishing a role for each cooperating institution. One or more employment training or education institution and contact person is listed for each table formats provide information on number of present full-time and part-time employees, entry-level hourly wage paid to employees in each of the personnel classifications, and immediate and projected employment needs through 1994. Responses regarding emerging trends and educational needs are then provided. The second part of each chapter is the instrument. (YLB)

ED 347 296 CE 061 499

Using Unemployment Insurance Wage-Record Data for JTPA Performance Management.
PUB DATE- Jun 92
NOTE- 162p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Agency Cooperation; *Confidentiality; Confidential Records; Cost Effectiveness; Employment Patterns; *Employment Programs; Feasibility Studies; Federal Legislation; Followup Studies; *Information Sources; *Job Training; Labor Legislation; Program Effectiveness; Program Evaluation; Shared Resources and Services; State Legislation; Statewide Planning; *Unemployment Insurance; *Vocational Followup; Wages
IDENTIFIERS- *Job Training Partnership Act 1982

Findings of three studies are presented to indicate the potential for states to use Unemployment Insurance (UI) wage records to track the employment and earnings experiences of participants in programs provided under the Job Training Partnership Act (JTPA). The UI wage-record data are shown to offer substantial cost savings and other benefits in managing program performance. Following the narrative summary and recommendations is the four-chapter report. Chapter I contains the rationale for using the UI wage-record data for JTPA's performance standards. Chapters II-IV present results of the three studies. Chapter II examines administrative aspects of linking the two data sources. Based on information from a canvass of all states, the chapter describes the wage-record reporting system, documents the states' data sharing experiences, discusses the issue of confidentiality, and examines key issues in data sharing, such as costs and data accuracy. Chapter III documents the results of an investigation of states' confidentiality laws and administrative practices with regard to UI. Chapter IV, a continuation of the technical feasibility study, presents findings from Phase II covering 15 states and Program Years 1986 and 1987. It analyzes nonresponse biases in the follow-up survey and coverage problems in the UI data. UI data are used to track the labor market experiences of JTPA terminees in the first 2 years after leaving the program. Attachments and appendixes following each chapter include a total of 83 endnotes. (YLB)

ED 347 297 CE 061 500

Career Information Partnership. CIP Status Report.
PUB DATE- 92
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Career Education; *Career Exploration; *Career Planning; Careers; Cooperative Planning;

assist individual institutions only, to assist the government in establishing a nationally integrated distance teaching infrastructure, and to coordinate distance teaching agencies. (31 references) (YLB)

ED 347 315 CE 061 527

Opportunities for Distance Education in the Commonwealth African Countries.
SPONS. AGENCY- Commonwealth of Learning, Vancouver (British Columbia).
PUB DATE- 15 Mar 91
NOTE- 125p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Adult Literacy; Comparative Analysis; *Cost Effectiveness; Developing Nations; *Distance Education; Economic Development; *Educational Benefits; Educational Needs; *Educational Technology; Feasibility Studies; Foreign Countries; Human Resources; International Cooperation; International Educational Exchange; *Labor Force Development; Needs Assessment; Regional Cooperation; Telecommunications
IDENTIFIERS- *Africa; Botswana; Gambia; Kenya; Lesotho; Malawi; Nigeria; Sierra Leone; Swaziland; Tanzania; Uganda; Zambia; Zimbabwe

The geo-demographic, economic, and infrastructural makeup of 12 African countries (Botswana. Gambia, Kenya, Lesotho, Malawi, Nigeria, Sierra Leone, Swaziland, Tanzania, Uganda, Zambia, and Zimbabwe) were compared to determine the potential benefits to them of a Commonwealth of Learning (COL) distance education initiative. Data were collected on six criteria regarding suitability for such initiatives: developmental need, geographic and demographic features, government priorities, infrastructure, existing experience, and human resource development. Data were incorporated into a multiattribute model that ranked countries by relevant indicators. Seven countries with a television/radio network and/or rural telecommunications infrastructure appropriate for cost-effective implementation of distance education were strong possibilities for COL: Nigeria, Kenya, Swaziland, Botswana, Zimbabwe, Zambia, and Malawi, but not Gambia, Lesotho, Sierra Leone, Tanzania, and Uganda. Countries offering the best opportunities for human resource development projects in the broadcasting sector were Gambia, Swaziland, Tanzania, and Zambia. The African regional networks were not conducive to use of distance education techniques between countries. (Appendixes, which represent the bulk of the report, include country summaries, multi-attribute comparison model, annotated list of existing correspondence and distance education programs, summary of country comparative analysis, outline maps of national and international earth stations, statistical data, and list of telecommunications and broadcast administrations with addresses.) (YLB)

ED 347 316 CE 061 528

Pepple, Jerry; O'Connor, Frank
An Evaluation of the Applied Mathematics and Applied Communication Demonstration Sites in Indiana. Final Research Report.
SPONS. AGENCY- Indiana State Dept. of Education, Indianapolis. Vocational Education Section.
PUB DATE- 15 May 92

PUB DATE- 10 Apr 90
NOTE- 43p.; Developed as part of the High-Technology Training Model for Rural Based Business and Industry, Technical Colleges and Local and State Educational Agencies.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Building Design; *Construction Materials; Laboratory Experiments; Learning Modules; *Structural Building Systems; Technical Education; *Technological Advancement; Two Year Colleges
IDENTIFIERS- Technology Education

This module, a laboratory supplement on the theory of bending and properties of sections, is part of a first-year, postsecondary structural science technical support course for architectural drafting and design. The first part of this two-part supplement is directed at the instructor and includes the following sections: program objectives; course description and objectives; course outline; module goal, objectives, and sequence; module content outline; instructor methodology and time frame; and evaluation. The course outline contains the following units: forces and stresses; reactions; shear and bending moments; theory of bending and properties of sections; and trusses. The second part of the supplement is a student packet that includes the following sections: student objectives; student requirement and timeline; student resources; elastic modulus lab activity; and beam deflection lab activity. Appendices contain the pre- and postmodule assessment instrument, equipment notes, six references, and results of equipment trials. (NLA)

ED 347 335 CE 061 565

Peterson, Dave
Interfacing the Apple II and the PZ-90. High-Technology Training Module.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- May 90
NOTE- 29p.; Developed as part of the High-Technology Training Model for Rural Based Business and Industry, Technical Colleges and Local and State Educational Agencies.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Classroom Techniques; *Computer Science; Computer Science Education; Course Content; *Electronics; High Schools; *Input Output Devices; Learning Activities; Learning Modules; *Microcomputers; Pretests Posttests; Technical Education; Test Items
IDENTIFIERS- *Apple II

This learning module for a secondary electronics course contains two lessons that teachers can use to help students do the following: (1) access an Apple II computer with a PZ-90 interface to read input ports and send information to output ports with the aid of a computer program; and (2) demonstrate the use and relationship of binary numbers in computers. The six sections of the module are the following: two lesson plans ("Using the PZ-90" and "Using the switch modules") that include objectives, activities, and information sheets; module worksheets, answer keys, and overhead masters; teacher notes; evaluation, including a pretest and posttest with keys and from 4 high schools for the second year, and the program was expected to gain momentum during the succeeding years. (The report includes an evaluation summary, a list of 25 human resources, agreement samples, and publicity materials.) (KC)

ED 347 353 CE 061 594

Tech-Prep Program: Drafting/CAD Electronics.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- Aug 91
NOTE- 150p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Design; *Curriculum Development; *Drafting; *Electronics; High Schools; Internship Programs; Job Skills; Marketing; Program Development; Program Implementation; *School Business Relationship; Vocational Education
IDENTIFIERS- *Tech Prep

The Northwest Suburban Career Cooperative (Illinois) developed tech prep curricula for drafting/computer-aided design and electronics training program areas. Task forces selected for the two program areas identified the type of curriculum that should be provided to train future employees and the competencies needed by students successfully completing the specific programs to enter employment. Course flowcharts for the two programs were developed. Industry partners on the task forces indicated a willingness to provide internships annually for students who successfully performed the required competencies for the two tech prep program areas. Other activities were development of a marketing plan; determination of equipment, facility, staffing, and scheduling needs of each tech prep program area; identification of tech prep coordinators and their job descriptions; inservice training; assessment of students applying for the programs; and development of curriculum objectives, outcomes, course outlines, and test assessment items for all courses to be implemented initially. (Appendixes, which make up the bulk of the report, include a list of task force members; program proposals with program brief, justification of need, program description, equipment, facilities, scheduling and transportation, staffing recommendations, support services, and qualifying courses; program sequences; marketing plan; coordinator job description; brochures; student application form; advisory committee members; and public relations materials.) (YLB)

ED 347 354 CE 061 596

Workplace Literacy: Reshaping the American Workforce. Adult Learning & Literacy.
PUB DATE- May 92
NOTE- 100p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Learning; *Adult Literacy; Change Strategies; Demonstration Programs; Economic Factors; *Labor Force; Labor Turnover; Outcomes of Education; Program Implementation; School Business Relationship; Small Businesses
IDENTIFIERS- *National Workplace Literacy Program; *Workplace

This learning module for a postsecondary electronics course in solid state circuits is designed to help teachers lead students through electronics troubleshooting. The module is intended to be used for a second-semester technical college course for electromechanical technology majors. The module introduces students to semiconductor devices and circuits. It contains a module objective and five specific objectives, a content outline, suggested instructor methodology, a list of student activities, evaluation criteria and procedures, a list of seven resources, an outline of the troubleshooting process, troubleshooting tips and assumptions, worksheets, and a posttest. (KC)

ED 347 373   CE 061 619

Lockerby, Hugh
Introduction to CAD/Computers. High-Technology Training Module.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 27 Feb 90
NOTE- 22p.; Developed as part of the High-Technology Training Model for Rural Based Business and Industry, Technical Colleges, and Local and State Educational Agencies.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Classroom Techniques; *Computer Assisted Design; Computer Graphics; *Computer Software; Course Content; Grade 8; Graphic Arts; Junior High Schools; Learning Activities; Learning Modules; Lesson Plans; Pretests Posttests; Teaching Methods; Technical Education; Test Items
IDENTIFIERS- *Apple Macintosh; Technology Education

This learning module for an eighth-grade introductory technology course is designed to help teachers introduce students to computer-assisted design (CAD) in a communications unit on graphics. The module contains a module objective and five specific objectives, a content outline, suggested instructor methodology, student activities, a list of six resources (including hardware, software, and printed materials), evaluation materials (pre/posttest, cover sheet assignment, and checklist for the cover sheet), and 14 information sheets that lead students through the process of producing a simple picture in the SuperPaint computer program for Macintosh SE. (KC)

ED 347 374   CE 061 622

Lindemann, Don
Electromechanical Componentry. High-Technology Training Module.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 20 Nov 90
NOTE- 46p.; Developed as part of the High-Technology Training Model for Rural Based Business and Industry, Technical Colleges, and Local and State Educational Agencies.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Building Systems; *Electric Circuits; Electric Motors; *Electromechanical Aids; *Electromechanical Technology; Equipment Maintenance; *Learning Modules; Technological Advancement; Two Year Colleges; Vocational Education

IDENTIFIERS- Family Literacy; Louisiana

This report contains the proceedings of a public forum held to explore and exchange definitions and theories of literacy and to present examples of successful literacy programs in Louisiana in 1990. The following presentations are included: "Conference Welcome" (Patti Roemer); "Conference Introduction" (Michael Sartisky); "Literacy and Sharing" (Charles Roemer); "National Literacy Campaigns in Historical and Comparative Perspective: Legacies, Lessons, and Issues" (Robert F. Arnove); "Federal and State Literacy Programs" (Forrest Chisman); "Literacy and the National Agenda" (A. Graham Down); "Workplace Literacy" (Anthony Sarmiento); "Literacy and Economic Development: The Business Perspective" (Paul Jurmo); "The Family as Key: Intergenerational Literacy" (Patricia Edwards); "Maintaining the Cultural Integrity of Literacy Programs" (Jerrie Cobb Scott); "'Taking My Word': Humanities Books for Adult New Readers" (Ramona Lumpkin); "Melding of Basic and Cultural Education" (Victor Swenson); and "Closing Remarks" (Michael Sartisky). The book also lists 18 suggested reading resources and 16 sources for further information. (KC)

ED 347 394 CE 061 663

Louisiana Literacy Forum II. Proceedings (New Orleans, Louisiana, March 12-13, 1991).
PUB DATE- 91
NOTE- 132p.; For related proceedings, see CE 061 662.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Adult Programs; Adult Students; Basic Skills; Cultural Influences; Definitions; Educational History; Educational Policy; Educational Trends; Employer Employee Relationship; Family Programs; Grantsmanship; Guidelines; High Interest Low Vocabulary Books; *Literacy Education; Newspapers; *Policy Formation; Program Proposals; Public Policy; *Public Relations; Reading Instruction; Reading Materials; State Programs; Statewide Planning
IDENTIFIERS- Family Literacy; Louisiana; Workplace Literacy

This report contains the proceedings of the second Louisiana statewide conference on literacy, which spotlighted the national endeavors of literacy practitioners and providers, works, and programs. Based on participants' input from the first forum, special emphasis was placed on workplace and family literacy, public relations, and policy making. The following presentations are included: "Louisiana Literacy Forum II" (Michael Sartisky); "State of the State of Literacy in Louisiana" (Ben Brady); "Leaders and Literacy: The Challenge Met and Unmet" (Wilma Dykeman); "Nationwide Trends in Literacy" (Evelyn Ganzglass); "Think Literacy, Think Newspapers" (Mary Ann Gentile): "Literacy Efforts of the Newspaper Industry" (JoAnne Ellis); "Making It Happen: Implementing Learning Centered Education" (Eunice N. Askov); "Building State Literacy Systems" (Susan E. Foster); "Basic Skills Impediments to Communication between Management and Hourly Employees" (Larry Mikulecky); "Technological Challenges and Literacy Expectations" (Priscilla Norton); "But Is the Literacy Collection Being Used?" (Peggy Barber); "Keeping the Issue Alive" (Karen Hering); "Family Literacy: Its Past and Its Promise" (Meta Potts): "Grant Writing Tips for Successful Literacy Projects" (Carol Cameron Lyons); "Workplace Literacy Roundtable: Opening Remarks" (Buddy Roemer); "PLUS (Project Literacy United States)" (James Duffy); and "Heels over Head in chapter focuses on helping and enhancing relationships. Building and maintaining relationships and six facilitative conditions are explored. The third chapter addresses awareness of self and others. The nature of self, self-disclosure, and strategies for change are discussed. The fourth chapter discusses attentive listening and observing. Communication skills, the art of listening and observing, and four steps to careful listening are explored. The fifth chapter discusses the art of responding. High facilitative responses and low facilitative responses are described. The sixth chapter discusses decision making and problem solving. The seventh chapter discusses stages of the helping process, confidentiality and trust, and making referrals. The eighth through seventeenth chapters focus on prevention issues. Prevention of school disorientation, academic failure, depression and suicide, eating disorders, family distress, alcohol and drug abuse, body assault, sex-related problems, career indecision, and community unrest, are all addressed. The National Peer Helpers Association code of ethics for peer helpers is included. (LLL)

ED 347 413 CG 024 341

Myrick, Robert D.; Folk, Betsy E.
The Power of Peervention: A Manual for the Trainers of Peer Facilitators.
PUB DATE- 91
NOTE- 234p.; For student handbook, see CG 024 340.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary School Students; Elementary Secondary Education; Individual Development; Interpersonal Relationship; *Peer Counseling; *Prevention; Secondary School Students

This set of eight booklets provides materials and resources for trainers in the Peervention program. Peervention is described as a term which was coined to emphasize an intervention in which a peer might make in helping an individual or group. The first booklet, The Peer Facilitator Movement, discusses the emergence of peer counseling and mobilizing peer power. The second booklet, Developing a Peer Facilitator Program, discusses program goal, participants, and ethical considerations. The third booklet, The Peervention Training Program: Skill Building, coordinates with chapters 1-7 of the student manual. The fourth booklet, The Peervention Training Program: Prevention Education, coordinates with chapters 8-17 of the student manual. The fifth booklet, Peer Facilitator Training Approaches, presents six approaches including a teacher-advisor group approach and the school club approach. The sixth booklet, Peervention Projects, presents projects which focus on specific topics such as depression, eating disorders, and community distress. The seventh booklet, Forms, presents 19 forms including forms for parent permission, group evaluation, and letter of non-admission. The eighth booklet, Resources, Evaluation, Standards, and References, discusses making use of outside resources, evaluating the program, and facilitating the trainer. (ABL)

ED 347 414 CG 024 342

examining the Child Abuse Prevention, Adoption, and Family Services Act. In response to the General Accounting Office's (GAO's) concerns about the ability of the National Center on Child Abuse and Neglect (NCCAN) to perform its leadership role in identifying, preventing, and treating child abuse and neglect, this hearing was called to determine the progress made by NCCAN in the 9 months since the GAO concerns were raised and to make a recommendation on the length of the reauthorization for NCCAN. Testimonies focus on the NCCAN role; the role of the U.S. Advisory Board on Child Abuse and Neglect; expansion of child abuse, adoption, and family services programs; and child abuse fatalities. Opening statements are included from Representatives Major R. Owens and Donald M. Payne. A statement from Lesley Wimberly, president, National Association of State Vocal Organizations is presented by Representative William F. Goodling. Witnesses providing testimonies include: (1) Wade Horn, commissioner, Administration for Children, Youth, and Families, Department of Health and Human Services; (2) Joseph Delfico, director, Income Security Issues, GAO; (3) Howard Davidson, U.S. Advisory Board on Child Abuse and Neglect; (4) Tom Birch, Legislative Counsel, National Child Abuse Coalition; (5) Michael Durfee, Child Abuse Prevention Unit, Department of Health Services, Los Angeles, California; (6) Mary Margaret Oliver, State Representative, Georgia State Legislature; and (7) Susan Wells, director, Child Maltreatment Fatalities Project, American Bar Association's Center on Children and the Law, Chapel Hill, North Carolina. Prepared statements, letters, and supplemental materials are included. (NB)

ED 347 433 CG 024 361

Hodik, Lois B.
Evaluating Long-term Changes in Project CODE Parents' Drug Prevention Knowledge and Behavior.
PUB DATE- 20 Apr 92
NOTE- 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Drug Use; Elementary Secondary Education; *Evaluation Methods; *Parent Education; *Prevention; *Program Effectiveness
IDENTIFIERS- *Project CODE (Drug Education)

This study was conducted to develop a method to evaluate the effectiveness of Project CODE (Collaborating on Drug Education), a parent education program in drug prevention. Project CODE was designed to use parents, in collaboration with professional educators, as teachers of other parents. Teams of two parents and two educators received 60 hours of training in substance abuse prevention, collaboration skills, and how to work as facilitators within schools and communities for drug prevention. These teams returned to their own schools to provide 10-hour substance abuse prevention workshops to local parents and facilitate development of local programs. Two to 6 months after training, follow-up telephone surveys were administered to 32 Project CODE parents who had received the 10 hours of training and to 34 comparison group parents who had not received training. The results showed significantly higher scores for CODE parents. There were too few items assessing parent behavior to test differences between CODE and comparison groups on behavior. Differences in scores on knowledge items through the Department of Social Work and Psychology; the services of a variety of counseling experts obtained by the counseling associations in Singapore and Hong Kong; and the presence of a professional association, the Association of Psychological and Educational Counselors of Asia. A section on the emerging job identity of counselors looks at distinctions among counselors, social workers, and psychologists and at the attitudes of the federal government toward counselors and counseling. A section on problems presented to counselors identifies the areas of behavioral and emotional problems of children and youth, parent-child relationships, and marital problems in Hong Kong; and relationship problems, psychological problems, physical problems, material problems, and sexual problems in Singapore. The paper concludes with a summary of problems in counseling in Hong Kong and Singapore. (NB)

ED 347 453 CG 024 382

Filson, Gerald W.
TVOntario's Substance Abuse Series: Dealing with Drugs and Chemical Solutions. A Summative Evaluation. Report No. 19-1991-1992.
PUB DATE- Mar 92
NOTE- 58p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Drama; *Drug Abuse; *Educational Television; Foreign Countries; Grade 7; Grade 8; Junior High Schools; Junior High School Students; *Prevention; Secondary Education; Secondary School Students; *Telecourses
IDENTIFIERS- *TVOntario

A summative evaluation of the two TVOntario series, Dealing with Drugs and Chemical Solutions was carried out in the April-to-June 1991 period. Classes (N=23) were recruited for the intermediate and senior grade level study, which included more than 550 students. The intermediate series, Dealing with Drugs, designed for grade 7 and 8 students, used an entertainment magazine format to present information about drugs and drug abuse and to encourage viewers to make informed personal decisions about drug use. Almost all teachers felt the series was effective and relevant to local needs. Students also like the series, with female students enjoying it more than male students did. The soap opera "The Young and the Breathless," about a group of high school kids faced with decisions about drug use, was extremely well received, while a continuing series about self-esteem, using a detective series format, was not. The senior series, Chemical Solutions, was less well received, although a majority of students did indicate that they liked the series. Although teachers and students liked the series as a whole, and thought it relevant and effective as a stimulus to discussion, teachers and students were not certain if it was any more effective than other classroom activities in this regard. (ABL)

ED 347 454 CG 024 383

Weissmann, Lenore R.; Harding, Carol Gibb
Fostering Non-Adversarial Family/School Relationships through the Evaluation Process.
PUB DATE- Aug 91
NOTE- 6p.; Paper presented at the Annual Convention of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).

new clinical counseling examination is also under development. As state licensure for counselors becomes commonplace, national credentialing becomes even more important because: (1) National certification is broader than state licensure; (2) State licensure is subject to the politics of the state; (3) National certification provides referral sources across state lines; and (4) Most state licenses do not provide for a license in a specialty. (ABL)

ED 347 473 CG 024 457

Walz, Garry R.; Bleuer, Jeanne C.
ERIC/CAPS-Expanding Counselor Choice. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Access to Information; *Counseling; *Counselors; *Databases; Education
IDENTIFIERS- *ERIC Clearinghouse on Counsel and Personnel Serv; ERIC Digests

The Educational Resources Information Center (ERIC) is a national information network designed to provide users with ready access to education literature. One of the clearinghouses is the ERIC Counseling and Personnel Services Clearinghouse (CAPS). Established at The University of Michigan in 1966, CAPS was one of the original ERIC clearinghouses. Topics covered by CAPS include: the training, supervision, and continuing professional development of counseling, student services, and human services professionals; counseling theories, methods, and practices; the roles of counselors, social workers, and psychologists in all educational settings at all educational levels; career planning and development; self-esteem and self-efficacy; marriage and family counseling; and mental health services to special populations such as substance abusers, pregnant teenagers, students at risk, public offenders, etc. CAPS can help counseling professionals find the information they need, give worldwide visibility to articles and resources that counselors produce, provide counselors with high quality, low-cost resources, and introduce counselors to CAPS information tools such as CounselorQuest and Treasure Chest. (ABL)

ED 347 474 CG 024 458

Richmond, Lee J.; Remley, Theodore P.
Counselor Membership in ACA. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Counselors; *Group Membership; Professional Development; Professional Services
IDENTIFIERS- *American Counseling Association; ERIC Digests

The professional society for counselors is the American Counseling Association (ACA). All individuals who offer or supervise professional counseling services or educate

NOTE- 25p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Coordination; Elementary Education; High Risk Students; *Inservice Teacher Education; Resource Materials; Transitional Programs; Videotape Recordings
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1

The 15-minute video program and related activities contained in this resource guide are designed to assist Chapter 1 administrators and teachers in coordinating instructional services so that all Chapter 1 students will be able to achieve success in the regular classroom. Sections of the resource guide include: (1) "Content Overview"; (2) "Using the Video"; (3) "Post-Viewing Discussion"; (4) "Assessing Coordination"; (5) "Setting Goals for Improvement"; and (6) "Developing a Program Improvement Plan." (RS)

ED 347 500 CS 010 760

Teaching Reading and Writing to Special Students. Special Collection Number 9.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 76p.; Also published by EDINFO Press, Bloomington, IN.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Collected Works - General (020)
DESCRIPTORS- Annotated Bibliographies; Computer Uses in Education; Elementary Secondary Education; *English (Second Language); *Gifted; Higher Education; *Learning Disabilities; Reading Aloud to Others; Reading Diagnosis; *Reading Instruction; *Writing Instruction
IDENTIFIERS- ERIC Digests

This ERIC/RCS Special Collection contains 10 or more digests (brief syntheses of the research on a specific topic in contemporary education) and FAST Bibs (Focused Access to Selected Topics--annotated bibliographies with selected entries from the ERIC database), providing up-to-date information in an accessible format. The collection focuses on teaching reading and writing to "special students" (gifted students, students with learning disabilities or physical handicaps, and those who are learning English as a second language). The special collection also deals with the issues of grouping for reading instruction, reading aloud to students, using computers with special students, and reading assessment. The material in the special collection is designed for use by teachers, students, administrators, researchers, policy makers, and parents. A profile of the ERIC Clearinghouse on Reading and Communication Skills (ERIC/RCS), an order form, and information on a computerized search service, on searching ERIC in print, on submitting material to ERIC/RCS, and on books available from ERIC/RCS are attached. (RS)

ED 347 501 CS 010 974

Thacker, Peter R.
Text Organization in Reading: What Ninth Grade Good and Poor

NOTE- 92p.; Printed on colored paper. Portions of appended tables contain marginally legible print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; *Computer Assisted Instruction; Grade 1; Kindergarten; Primary Education; *Program Evaluation; *Reading Processes; Reading Tests; *Reading Writing Relationship; Writing Evaluation; *Writing Processes
IDENTIFIERS- *Writing to Read Program

A study examined the effectiveness of the Writing to Read Program as implemented in the East Gibson School Corporation by comparing scores on locally designed, teacher constructed reading and writing tests of students in the program with scores of those students exposed to traditional instruction. Subjects, 71 kindergarten students and 65 first grade students, used the Writing to Read program, a computer-based system designed to develop the writing and reading abilities of kindergarten and first grade students. The locally designed reading and writing test was administered to a control group at the end of the school year prior to the study. First grade students used the Writing to Read program in the fall semester and kindergartners used the program in the spring. The subjects were then given the reading and writing test at the end of the school year. Results indicated that: (1) kindergarten students in the program scored significantly higher than students in the traditional program; (2) first grade students in the program fared no better than their control group; (3) one kindergarten classroom scored significantly higher than the other in writing, and one first grade classroom scored significantly higher than the other two in reading; and (4) scores on the first grade writing subtests increased as the year progressed but plummeted at the end of the year. (Five tables of data are included; and 15 references, 6 additional tables, and various test instructions are attached.) (RS)

ED 347 521 CS 211 737

Padgett, Ron
The Writing Book, by Inky Penguin and Teacher's Manual.
PUB DATE- 86
NOTE- 65p.; Funding for this publication provided by the National Endowment for the Arts and the New York State Council on the Arts.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Creative Writing; Elementary Education; Illustrations; Student Writing Models; *Writing Exercises; Writing Instruction
IDENTIFIERS- *Childrens Writing

Intended for elementary level students, this book presents 12 writing ideas and several suggestions on how students can make a book using their writing. Each writing idea is presented with a brief description (addressed to the student), several examples of student writing, and a blank page on which to write. Writing ideas include freewriting, describing, acrostics, haiku, and remembering. Suggestions for making a book include several ideas on how to illustrate written work, and a set of stencils is located on the back cover. A glossary tables of data are included.) (RS)

ED 347 541 CS 213 435

Redd, Teresa M.
Untapped Resources: "Styling" in Black Students' Writing for Black Audiences.
PUB DATE- 30 Mar 92
NOTE- 47p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Audience Awareness; *Black Dialects; *Black Students; Discourse Analysis; Higher Education; Persuasive Discourse; *Writing Assignments; *Writing Instruction; Writing Research
IDENTIFIERS- *Writing Contexts; *Writing Style

Two studies compared the impact of black and white audiences on black students' writing style. In the first study, eight students in an all-black intermediate composition class completed one argumentative draft addressed to black opponents and one addressed to white opponents on two different topics. The essays were examined for stylistic features of black discourse, including exaggerated language, mimicry, aphorisms, word play, and image-making. Results of the first study indicated significant evidence of "styling" in the students' drafts for black audiences. A follow-up study incorporated questionnaires, discourse-based interviews, counterbalanced audience assignment, and independent coding. Fifteen students in a similar class completed similar writing assignments. Results indicated that: (1) of the eight types of "styling," only image-making appeared far more often in the students' writing for blacks; and (2) three students "styled" more often in their writing for blacks, one "styled" for whites only, and four other students "styled" for whites and blacks. Findings suggest that assignments for a black audience can elicit "styling" that may be absent or rare in writing for a white audience, but the effect is limited. Findings also suggest that teachers of black students should become aware of the African American tradition so that s/he can make students who "style" aware of what they are doing and show them how to do it more effectively. (Thirty-four references, one table of data, the instructions to students for writing the essays, questionnaires, instructions for coders, and the coding guide are attached.) (RS)

ED 347 542 CS 213 436

Graham, Kathryn
Connection, Trust, and Social Responsibility: A Feminist Pedagogy.
PUB DATE- Mar 92
NOTE- 17p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cooperative Learning; *Feminism; Higher Education; Models; Student Attitudes; Teacher Role; *Teacher Student Relationship; Writing (Composition); *Writing Instruction;

used, the questions teachers might ask students about their responses to the selections, and the focus teachers might encourage students to take during their written or oral discussions. Finally, the paper examines the specific techniques recommended for assessing students' progress in realizing the program goals and the development of their critical/aesthetic responses. (Nineteen references and an appendix of framing questions are attached.) (RS)

ED 347 560 CS 213 461

Bristow, M. B. Smith
Toward a Theory of Reading Black Feminists' Writings.
PUB DATE- Mar 92
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Black Literature; Black Studies; *Feminism; Hermeneutics; Higher Education; Lesbianism; *Literary Criticism; *Reader Response; *Reader Text Relationship
IDENTIFIERS- *Feminist Criticism; *Literary Theory; Male Female Relationship

Black feminist novelists continue to take issue with males who try to theorize about their artistic creations. Male attitudes toward black women's novels have been characterized as either apathetic, chauvinistic, or paternalistic. Black feminist writers should heed the call for collective racial progress and collective theoretical progress. The next stage will entail the establishment of a theory, perhaps a reception theory, for reading/studying black feminist writings. Males' attempts to theorize about black feminist literature often betray a disturbing paternalism. What is needed is a reception theory involving a tripartite hermeneutics consisting of understanding, explanation, and application coupled with perceptions of the sociology of language, literacy, and literature. Relationships between female characters in black women's lesbian fiction should be taken as metaphors for how the reader should receive the work. This reception theory sees the reader as symbiotic mother and symbolic mother, and can be demonstrated through a reading of the Toni Morrison novel, "Sula." The character Sula can be viewed as a great mother archetype. The reader should also bear in mind the powerful feminine mythology that creative women writers are heir to, such as African goddess paradigms. Finally, "Sula" is a novel about making meaning, a classic postmodern text endlessly reconstructing itself, a virtual carnival of repetitions. (HB)

ED 347 561 CS 213 462

Brand, Wendy
Expanding Writing Opportunities for Elementary School Children and Assisting Teachers' Knowledge of the Writing Process.
PUB DATE- Jul 92
NOTE- 96p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Attitude Change; Class Activities; Elementary Education; *Elementary School Students; Inservice Teacher Education; *Recognition (Achievement); Student Attitudes;

Role of the Family, School, Professionals and the Community" (Thelma Stone); "Early Communication" (Ann Doran and Karen Bloomberg); "Which One for Your Child?" (Karen Bloomberg); "Reviewing Augmentative Systems" (Bernadette O'Connor); "Working with Visual Communication" (Tracey Ayton and Gayle Porter); "Learning Day by Day" (Hilary Johnson); "How to Make a Communication Aid" (Bronwen Jones); "Communication Games to Play." (Sally Legge and Jann Kirkland); "Make Technology Your Tool" (Chris Williams); and "Resources: A National Guide to Services" (Cheryl Crosthwaite). (PRA)

ED 347 577 CS 507 805

Weller, Rosemary D.; Gawlik, Mary E.
A Community Exchange: Teaching the Business and Professional Communication Course.
PUB DATE- 91
NOTE- 9p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Education; *Deafness; Experiential Learning; Higher Education; *Interpersonal Communication; *Organizational Communication; School Business Relationship; *School Community Relationship; Student Needs; *Writing Instruction
IDENTIFIERS- *Gallaudet University DC

A business and professional communication course at Gallaudet University promotes interaction between the community and the deaf or hard of hearing students at the university, and provides needed professional development services to these students. The course is divided into four main parts: (1) theories of organizational communication; (2) business writing; (3) interpersonal strategies on the job; and (4) staff meeting presentations. Throughout the course, students interact with employers to acquire information, and to practice specific skills. To assess formal and informal communication, culture, and climate in an organization, students visit an organization, using it as a lab to observe theories and concepts in process. The second community exchange incorporates business writing by having students arrange and attend business appointments with real employers, such as the Smithsonian, Amtrak, the United States Senate, Greenpeace, and the Internal Revenue Service. Students must provide all the necessary business writing, such as memos, confirmation letters, thank you notes, and briefing reports. In regard to the third course component, interpersonal strategies on the job are discussed throughout the semester, with a special day occurring in class when a panel of deaf professionals discuss their experiences and coping strategies in a hearing work world. Finally, at the end of the course, each student gives a presentation to professionals from the community on time/stress management, communication technology, day care, and other work-related issues. (PRA)

ED 347 578 CS 507 813

Hunsaker, Richard A.
Critical Listening--A Neglected Skill.
PUB DATE- 3 Nov 91

power is also examined. The possibility of advancing the theory and new measures of rhetorical sensitivity into the study of communication, especially in the area of persuasion and influence, is recommended. (One figure is included; 57 references are attached.) (Author/PRA)

ED 347 596 CS 507 874

Doss, Lawrence M.
Leonard Jeffries and the Paranoid Style.
PUB DATE- Apr 92
NOTE- 25p.; Paper presented at the Meeting of the Annual Sooner Communication Conference (Norman, OK, April 4, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Freedom; Audience Response; Black Studies; *Discourse Analysis; Higher Education; Language Role; *Persuasive Discourse; *Racial Bias; Rhetorical Criticism
IDENTIFIERS- Black Militancy; City University of New York; Controversy; Historical Background; *Jeffries (Leonard); Rhetorical Stance; *Rhetorical Strategies

This paper examines and explains the elements of the paranoid style in rhetoric (first noted by Richard Hofstader in 1966) employed by Leonard Jeffries, Chairman of the Black Studies Department at City College of New York, in his July 1991 speech at the Empire State Black Arts and Cultural Festival in Albany, New York. The paper also suggests that Jeffries' use of the style reveals an element of paranoid rhetoric not specifically noted by Hofstader, i.e., the posture adopted by the paranoid rhetor, and that this posture or relativity to the audience is that of revelation. As a background for the examination of Jeffries' discourse, the paper traces the historical tradition (from 1950 onward) of radical Black rhetoric. The paper concludes that the technique of the paranoid style can be understood through Jeffries' rhetoric and that it is Jeffries' credibility as an academician which permits him to present his discourse from the rhetorical posture of revelation. (Twenty-six references are attached.) (PRA)

ED 347 597 CS 507 875

Jain, Nemi C.
Teaching about Culture and Communicative Life in India.
PUB DATE- Feb 92
NOTE- 10p.; Paper presented at the Annual Convention of the Western States Communication Association (63rd, Boise, ID, February 21-25, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Awareness; Cultural Background; *Cultural Context; Cultural Differences; *Cultural Influences; Foreign Countries; Higher Education; *Intercultural Communication; Teaching Methods
IDENTIFIERS- *Communication Patterns; Hinduism; *India

Basic patterns of culture and communication in India such as world view, reincarnation, concepts of Karma and Dharma, stages of life, the caste system, time orientation, collectivism, hierarchical orientation, language situation, and nonverbal communication norms are an integral part of Hinduism and Indian

NOTE- 31p.; Paper presented at the Annual Meeting of the American Education Finance Association (Williamsburg, VA, March 14-17, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; Expenditure per Student; *Finance Reform; *Fiscal Capacity; Public Schools; *School District Spending; State Legislation; Teacher Salaries
IDENTIFIERS- *South Carolina Education Improvement Act 1984

The first 5 years of South Carolina's 1984 Educational Improvement Act (EIA), a major educational reform program to deliver equal education opportunity and improve academic performance, are analyzed in this paper. A review of South Carolina's per-capita disposable income as compared with other states reveals an improvement in South Carolina's rank from 47th to 42nd during the 5-year period since the passage of the EIA, but South Carolina did not match neighboring southeast states in percent of growth and in disposable income through the year 1987. The fiscal capacities of individual school districts and of three specific districts 5 years after passage of the legislation are examined. Findings indicate that inequality is demonstrated by a discrepancy in the relationships between local and state support for Educational Finance Act programs. A disparity also exists between wealthy and poor districts in the amount of state aid received. Three tables are included. (31 endnotes) (LMI)

ED 347 616 EA 023 519

MacCuish, Donald A.
A Comparative Analysis of Six Methods for Computing Dropout: Their Utility in Educational Decision Making.
PUB DATE- Apr 92
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Data Analysis; *Dropout Rate; Dropout Research; Dropouts; Elementary Secondary Education; *Measurement Techniques; Methods Research; *Research Methodology; *Research Utilization; School Holding Power
IDENTIFIERS- *Florida

Findings from a study that compared six methods for computing dropout rates are presented in this paper, which focuses on determining those appropriate for use at the local level of administrative decision making. Statewide data obtained from the U.S. Department of Education and from the Division of Management Information Services, Florida Department of Education, were used to compare the following six methods: Simple or Event; Current Population Survey (CPS); Common Core Data (CCD); High School and Beyond (HS&B); Cumulative Dropout (CDOR); and Enhanced Dropout. The uses of each model for each level of the educational hierarchy are described. Findings indicate that the combination of the Event, CDOR, and Enhanced methods provide a clear picture of the local dropout problem. A conclusion is that because dropout rate data obtained from using a particular computation method may not be applicable at every level, local educational decision makers must be aware of and AFL-CIO representatives, and Hall-Kimbrell Environment Services, a company fined by the EPA for failure to consider sheetrock and hard plaster wall systems as potential containers of asbestos. Details are provided about the passage of AHERA and its requirements, the Canadian wallboard issue, and the EPA's "100 Questions" document released to schools. (LMI)

ED 347 636 EA 024 076

Liontos, Lynn Balster
Transformational Leadership. ERIC Digest, Number 72.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Cooperative Planning; *Educational Improvement; Elementary Secondary Education; Instructional Leadership; *Leadership; *Leadership Styles; Organizational Climate; *Principals; *Teacher Administrator Relationship; Teacher Supervision
IDENTIFIERS- ERIC Digests

This document examines transformational leadership, which focuses on the importance of teamwork and comprehensive school improvement, as an alternative to other modes of leadership. Transformational leadership is contrasted with: (1) instructional leadership, which encompasses hierarchies and leader supervision and usually excludes teacher development; and (2) transactional leadership, which is based on an exchange of services for various kinds of rewards that the leader controls, at least in part. The goals of transformational leadership include helping staff develop and maintain a collaborative, professional school culture; fostering teacher development; and helping teachers solve problems more effectively. Strategies of transformational leadership are described. Results include a positive influence on teacher collaboration, improved teacher attitudes toward school improvement, and altered instructional behavior. However, transformational leadership should be viewed as only one part of a balanced approach to creating high performance in schools. (7 references) (LMI)

ED 347 637 EA 024 078

Gaustad, Joan
Nongraded Primary Education. ERIC Digest, Number 74.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Board of Education Role; *Continuous Progress Plan; *Educational Change; *Educational Innovation; Flexible Progression; Instructional Effectiveness; Integrated Curriculum; *Nongraded Instructional Grouping; Parent Participation; *Primary Education; Teacher Participation; Teaching Methods
IDENTIFIERS- Developmentally Appropriate Programs; ERIC Digests;

*Educational Policy; *Educational Theories; Elementary Secondary Education; *Models; *School Restructuring

Economic and demographic changes in the United States signal a new mission for education--one in which the schools are responsible for ensuring that all students learn. This paper argues that this changed mission requires a new paradigm for school reform policy, one that shifts from designing controls intended to direct the system to developing capacity that enables schools to meet students' needs. Contradictions between the old and new paradigms are evidenced in different educational policy assumptions and goals. The first paradigm views students as passive, favors top-down governance, and uses research to design one best plan. The new paradigm recognizes that effective teaching techniques vary for different students and produces knowledge with and for teachers. Recommendations are made for reframing the school reform agenda with regard to the following three components of an infrastructure necessary to support lasting change: professional, policy, and political development. A conclusion is that the new paradigm for school reform must seek to develop communities of learning grounded in communities of democratic discourse in order to create an education for empowerment and freedom. (24 references) (LMI)

ED 347 657 EA 024 101

Deem, Rosemary; Brehony, Kevin J.
Consumers and Education Professionals in the Organisation and Administration of Schools: Partnership or Conflict?
PUB DATE- Apr 92
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrative Organization; Elementary Secondary Education; Foreign Countries; *Governance; *Governing Boards; Local Issues; Organizational Climate; *Politics of Education; *School Organization
IDENTIFIERS- *England

Findings of a longitudinal study that explored the impact of recent educational reforms in England on the nature of the relationship between headteachers and lay school governors are presented in this paper. Recent legislation, notably the 1986 Education Act (No. 2) and the 1988 Education Reform Act, have increased governors' and consumers' power and reduced the power of the "producers" of education. Governors are members of school governing bodies who have volunteered to work with headteachers in school administration. The study of two local education authorities--Northshire and Southshire--involved observations of meetings and governor training sessions, questionnaires administered to governors, interviews conducted with headteachers and chairs, and informal discussions with local education agency officers. Findings indicate that the governor/headteacher relationship is not a consensual one. Factors inhibiting the development of a partnership include the micropolitical nature of school governance; the emerging organizational cultures of governing bodies; the loose coupling of governing bodies to schools; the differences between heads and governors about power; the complex and ambiguous nature of reform legislation; and cultural factors, such as race, gender, and ethnicity. The question is raised whether community involvement should extend to nonprofessionals taking a key role deprivationist philosophy of socialization and believed that public schools were inadequate for their children but satisfactory for low-income children. They viewed schools as meritocracies and favored increased social control in the schools, simultaneous with increased rewards for the winners, or their children. Five tables are included. (31 references) (LMI)

ED 347 678 EA 024 127

Short, Paula M.; Rinehart, James S.
Teacher Empowerment and School Climate.
PUB DATE- Apr 92
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Conflict Resolution; *Educational Environment; Elementary Secondary Education; *Institutional Characteristics; *Organizational Climate; *Participative Decision Making; Problem Solving; *Teacher Attitudes; Teacher Characteristics; *Teacher Participation
IDENTIFIERS- *Teacher Empowerment

Findings of a study that examined the relationship between teachers' perceptions of school climate and their perceptions of empowerment are presented in this paper. Questionnaires were completed by 257 teachers, in 6 states from 8 schools, who participated in nationwide school empowerment projects. Findings indicate that school climate, age, and experience were significant predictors of the dependent variable, empowerment. This suggests that greater empowerment may result in increased organizational conflict and lowered school climate. As teachers become empowered, they become more critical of school functioning and need organizational problem-solving skills and an awareness of group processes. One table is included. (25 references) (LMI)

ED 347 679 EA 024 129

Peng, Samuel S.; Lee, Ralph M.
Measuring Student At-Riskness by Demographic Characteristics.
PUB DATE- Apr 92
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Academic Failure; *Dropout Characteristics; *Dropout Research; *Dropouts; Family Characteristics; Grade 8; *High Risk Students; Junior High Schools; *Potential Dropouts; Socioeconomic Status

Findings of a study that examined the relationship between student demographic characteristics and at-risk status are presented in this paper. Demographic characteristics likely to place students at risk include low family income, low parental education, single-parent family, and limited-English proficiency. Data were derived from the National Educational Longitudinal Study of 1988 (NELS:88), a survey sponsored by the National Center for Educational Statistics. The database and service delivery providers in the North Central Regional Educational Laboratory region. Those activities are intended to affect educational policy at many levels. An overview by E. Robert Stephens emphasizes the importance of regional service units and the initiative to reform them. Following the overview are regional action and agendas for the states of Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin. Described is a historical biography of intermediate service units for each state. The evolution of Minnesota's regional service delivery system concludes this policy brief. (RR)

ED 347 699 EA 024 293

Lumsden, Linda S.
Getting Serious about Sexual Harassment. ERIC Digest, Number 75.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Civil Rights; *Compliance (Legal); Court Litigation; Elementary Secondary Education; *Females; *Organizational Climate; Policy Formation; *Sexual Harassment; Work Environment
IDENTIFIERS- ERIC Digests

Strategies for dealing effectively with sexual harassment in the educational organization are presented in this document. Identification of the problem is complex, compounded by the context in which it occurs and different male and female perceptions. One starting point for identification is the 1980 federal guidelines passed by the Equal Employment Opportunity Commission (EEOC). Possible effects on an individual experiencing harassment are also described. Implications of some recent legal decisions for schools include the right of victims to sue school districts and colleges and the need to seek policy input from women. Guidelines for adopting a good policy are offered. Steps to prevent sexual harassment, other than through written policies, include developing an organizational climate free from gender inequalities and providing training and education. (11 references) (LMI)

ED 347 700 EC 202 549

Rauh, Hellgard; Rudinger, Georg
Early Development of Down Syndrome Children as Assessed by the Bayley Scales.
PUB DATE- Nov 87
NOTE- 35p.; Based on Posters presented at the European Conference on Developmental Psychology (2nd, Rome, Italy, September 1986) and at the Biennial Meetings of the International Society for the Study of Behavioral Development (9th, Tokyo, Japan, July 1987). One of three papers in: Freie Universitat Berlin, Arbeitsberichte des Instituts Fur Psychologie, Number 4, "Developmental Studies in Mental Handicap." For the other two papers, see ED 294 380 and EC 202 550.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Development; *Cognitive Development; Cognitive Measurement; Developed Nations; *Developmental Stages; *Downs Syndrome; Early Experience; Foreign Countries;

Services Administration (DHHS/PHS), Rockville, MD. Bureau of Maternal and Child Health and Resources Development.
PUB DATE- 27 Sep 91
NOTE- 52p.; One of a series of monthly seminars conducted by the Family Impact Seminar.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Agency Cooperation; *At Risk Persons; Change Strategies; *Disabilities; Early Intervention; Employment; Family Programs; Federal Legislation; Federal Programs; *Government Role; *Institutional Cooperation; Shared Resources and Services

This report provides background information and summarizes a 199 seminar on the federal role in coordination, collaboration, and integration strategies for families. A preliminary section identifies highlights of the seminar focusing on: (1) the Project on Improving the Coordination of Federal Public Assistance Programs; (2) key findings and recommendations of the National Commission on Employment Policy; (3) coordination between the three largest federally funded programs for at-risk youth (Chapter 1, Individuals with Disabilities Education Act, and the Bilingual Education Act); and (4) the role of the American Enterprise Institute. The major body of the report presents information on the need for reform. the key objectives and tools of services reform, and history of services integration. A major section describes current cooperative initiatives in the following areas: employment, training, and public assistance programs; seriously troubled children and families' services; education; child care and early childhood programs; and health services for children and families. Further sections examine what the federal role in service integration should be, issues and questions for study and debate, and pending federal legislation. The report concludes with brief descriptions of 11 organizational resources and a list of 40 references. (DB)

ED 347 720 EC 301 331

Degener, Theresia
Personal Assistant Service Programs in Germany, Sweden and the USA. Differences and Similarities.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Mar 92
NOTE- 63p.; Sponsored by the International Disability Exchanges and Studies (IDEAS) Project.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Ancillary School Services; *Attendants; Civil Rights Legislation; *Delivery Systems; *Disabilities; Employment; *Federal Legislation; Foreign Countries; *Government Role; *Independent Living; Program Administration; Social Services; Welfare Services
IDENTIFIERS- Sweden; United States; West Germany

This report compares personal assistance services to enable independent living for people with disabilities in Sweden, West Germany, and the United States. The report focuses on kinds of personal assistant services available, laws governing these services, the extent to which these services are met by each country's social security and welfare system, and how laws and services relate to the concept of independent living. After an and its thrust toward placing students in mainstream bilingual activities. This report examines the project's staffing, implementation, outcomes by individual objectives, and a case history. Appendices describe data collection and analysis procedures and list instructional materials used in the project. (JDD)

ED 347 739 EC 301 355

Career Awareness Resources for Exceptional Students (Project CARES) 1990-91. Final Evaluation Profile. OREA Report.
PUB DATE- 26 Jul 91
NOTE- 15p.; Prepared by the Bilingual, Multicultural, and Early Childhood Evaluation Unit.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education; *Career Awareness; Cooperative Programs; *Emotional Disturbances; English (Second Language); Hispanic Americans; Intermediate Grades; Interpersonal Competence; *Limited English Speaking; Native Language Instruction; Program Effectiveness; Program Evaluation; Secondary Education; Social Development; Spanish Speaking
IDENTIFIERS- New York City Board of Education; Project CARES NY

Project CARES (Career Awareness Resources for Exceptional Students) of the New York City Public Schools served 67 Spanish-speaking students with intensive social and emotional needs and limited English proficiency. The students were ages 10 to 21. The project provided students with instruction in English as a Second Language, Native Language Arts, and bilingual instruction in the content areas. The project sponsored a joint venture in which students, parents, supervisors, community residents, and local business entrepreneurs introduced students to the job market. Evaluation of the project found that it raised the self-esteem and confidence of the students. It equipped staff to work together to achieve common goals and equipped students with instruction in how to do peer tutoring. The need for additional training for project staff is noted. This evaluation report covers staffing, implementation and outcomes by individual objectives, and a case history. An appendix describes data collection and analysis procedures. (JDD)

ED 347 740 EC 301 356

Oversight Hearing on the Equal Employment Opportunity Commission's Implementation of the Americans with Disabilities Act (Title I on Employment and Title V Covering Miscellaneous Provisions). Hearing before the Subcommittee on Employment Opportunities of the Committee on Education and Labor, House of Representatives, One Hundred Second Congress, First Session (October 30, 1991).
PUB DATE- 91
NOTE- 164p.; Serial No. 102-66. Print is small in parts.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Civil Rights Legislation; *Disabilities; *Employment Opportunities; *Equal Opportunities (Jobs); Equal Protection; Federal Legislation; Federal Regulation; *Government Role; Handicap Discrimination; Program Implementation
IDENTIFIERS- *Americans with Disabilities Act 1990

This hearing transcript presents testimony, a prepared statement, approach. (YLB)

ED 347 279 CE 061 378

Teitel, Lee
Coordinating Education and Employment Training. A Study of JTPA-Vocational Education System Coordination in Massachusetts.
PUB DATE- 89
NOTE- 97p.; For related documents, see CE 061 376-381.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Adult Education; *Articulation (Education); *College School Cooperation; Community Colleges; *Coordination; Cost Effectiveness; Delivery Systems; Educational Cooperation; *Education Work Relationship; Employment Programs; Federal Programs; High Schools; Institutional Cooperation; *Job Training; Postsecondary Education; Statewide Planning; Two Year Colleges; Vocational Education
IDENTIFIERS- *Job Training Partnership Act 1982; *Massachusetts; Service Delivery Areas

This report looks in depth at four Massachusetts service delivery areas (SDAs) and the educational providers with whom they interact. Chapter 1 reports the types and status of coordination in each region. Each case narrative has three parts: (1) a coordination "snapshot" that summarizes institutional players and types of coordination occurring; (2) institutional leaders' perceptions of coordination and obstacles and incentives to coordinate; and (3) a conclusion highlighting the outstanding issues. Chapter 2 looks at specific examples of institutional choice points and explores aspects of the institutional level of cost benefit analyses as they contribute to coordination-related decision making. Chapter 3 offers suggestions for changes to the system to improve institutional assessments of the costs and benefits of coordination organized by the three levels at which the change could be implemented: local, regional, and state. Chapter 4 provides a summary of the institutional perceptions of barriers and incentives along with each institution's satisfaction level with the status quo and its desire to work for further coordination. Chapter 5 makes three conceptual observations about the relationship between the educational institutions and the Job Training Partnership Act system pertaining to the question of who delivers services; the chapter poses questions to stimulate discussion about overall system redesign or recommendations to promote greater coordination. Information on methodology is appended. (YLB)

ED 347 280 CE 061 379

Commonwealth Connections. An Inventory of Inter-System Vocational Education Agreements.
PUB DATE- 89
NOTE- 101p.; For related documents, see CE 061 376-381.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Articulation (Education); College School Cooperation; Community Colleges; Contracts; *Coordination; *Educational Cooperation; *Education Work Relationship; Employment Programs; Federal Programs; High Schools; Institutional Cooperation; *Job Training;

Decision Making; Foreign Countries; Information Dissemination; Information Needs; *Information Networks; *Occupational Information; *Regional Cooperation
IDENTIFIERS- Canada; Career Information Partnership (Canada)

Employment and Immigration Canada explored, with potential partners, the feasibility of establishing a Canadian Career Information Partnership (CIP) network. A series of exploratory meetings was scheduled across Canada to determine: (1) gaps in information needed by youth and adults for effective career exploration, planning, and decision making; (2) effective ways to fill such gaps; and (3) the practicability of "pooling" of expertise and resources across jurisdictional boundaries. Participants agreed that the need for career and labor market information was acute, development of national and provincial career information databases was desirable, and information should be more accessible. The consensus was that career tabloids offered the most promising vehicle to short-term, high-impact success for the CIP network. Career tabloids provided an opportunity for ongoing interagency collaboration in development of a popular, inexpensive career information delivery vehicle already delivered to households and bulk-distributed to schools and agencies. At a CIP strategic planning meeting, all provinces and territories represented agreed in principle to collaborate on development of career tabloids aimed at Canadian households. The tabloid would be an all-inclusive, broad-based publication encompassing timely career information and articles and features on labor market trends, career planning process, and education and training options. Provincial and territorial CIPs were planned. (YLB)

ED 347 298 CE 061 502

Karst, Nancy S.
A Study of Radiographic Imaging Systems Used for Dental Hygiene.
PUB DATE- Jul 92
NOTE- 53p.; Master's Thesis, Pittsburg State University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Allied Health Occupations Education; Appropriate Technology; Course Content; Curriculum; *Dental Evaluation; Dental Health; *Dental Hygienists; Educational Research; Literature Reviews; National Surveys; *Radiographers; Two Year Colleges; Use Studies
IDENTIFIERS- *Radiographic Imaging Systems

Thirty-three two-year dental hygiene programs throughout the United States were surveyed to identify the radiographic imaging system most often used and the accompanying rationale for that decision. A literature review identified the three radiographic imaging systems most frequently used and indicated that all dental hygiene programs had the objective of using the technique and film group that produced a radiograph with as little radiation exposure as possible but with an excellent quality film for diagnostic purposes. The radiographic systems identified in the literature review were included in the survey: D-speed film, E-speed film, and xeroradiography, and a column was provided for other systems. The majority of respondents (55 percent) indicated E-speed film as the film choice, evidencing a concern for protecting the patient from minor amounts of excess radiation. Respondents indicated that the XCP paralleling technique was important to production of a good radiograph, but not always possible. Xeroradiography, which further reduces radiation exposure to the patient, was not used by any of the programs. Use of the panorex (the only

NOTE- 178p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Academic Education; *Communication (Thought Transfer); Demonstration Programs; Educational Research; High Schools; Mathematical Applications; *Mathematics; Media Research; Pretests Posttests; *Program Effectiveness; Program Evaluation; Program Implementation; Student Attitudes; Teacher Attitudes; *Vocational Education
IDENTIFIERS- *Applied Communication; *Applied Mathematics

Implementation of nationally developed applied academics curriculum packages at 16 pilot sites in Indiana was evaluated. Settings were urban and rural and included comprehensive high schools and vocational centers. Data were compiled from 8 applied mathematics and 9 applied communication teachers and from 559 students. The primary goal was to determine the effectiveness of applied academics curriculum materials in integrating academics and boosting academic achievement and occupational preparation in secondary schools. Teachers and students completed questionnaire survey forms; teachers completed evaluations of the applied materials as they used the modules/units; and participating students and comparison groups of students completed either the applied communications assessment or mathematics achievement assessment as pre- and post-tests. The applied mathematics control and experimental groups reported gains from pre- to posttesting, 3.02 and 7.06, respectively. The applied mathematics group outperformed the control group in all but one of seven goals. The applied communications students reported an overall gain of 17 percent; positive gains were recorded in each of eight modules tested. (Appendixes, amounting to almost three-fourths of the report, include site descriptions, student survey data, and results of the evaluations of the applied mathematics and applied communication modules.) (YLB)

ED 347 317 CE 061 529

Weeks, Bill
Maytown In-Basket.
PUB DATE- 91
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Administration; *Administrative Problems; *Administrator Education; *Agricultural Education; *Experiential Learning; Higher Education; Leadership; *Leadership Training; Learning Activities; Management Systems; *Problem Solving; Student Projects; Undergraduate Study
IDENTIFIERS- *In Basket Simulation

Materials are provided for "Maytown In-Basket," a case study in agricultural leadership. This activity is described as one in which students in the agricultural education undergraduate leadership course at the Oklahoma State University are placed in the role of director of a rural rehabilitation district. Ten "in-basket" items are provided. The teacher is directed to tell the director/student to respond to each item, that is, students are not to tell what they would do, but are to do it. The activity is intended to be completed by individual students; a 1-week time limit is recommended. The packet consists of these materials: an instruction sheet, background information sheets on the Maytown community, biographical sketches of the director evaluation activities; and a list of three suggested resources. (KC)

ED 347 336   CE 061 566

Vobejda, Allen
Planning Skills. High-Technology Training Module.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 20 Apr 90
NOTE- 26p.; Developed as part of the High-Technology Training Model for Rural Based Business and Industry, Technical Colleges and Local and State Educational Agencies.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cognitive Processes; Communication Skills; High Schools; Learning Modules; *Manufacturing; *Planning; Problem Solving; Scientific and Technical Information; *Technological Advancement; Thinking Skills
IDENTIFIERS- Apple IIe; Technology Education

This module on planning skills contains the product development unit in a manufacturing course for grades 10, 11, and 12. The module helps students develop thinking, communication, and problem-solving skills and acquire knowledge relating to creation, retrieval, and use of information found on common project plans. The content outline includes the following sections: communication skills; problem-solving skills; thinking skills; retrieving and processing information skills; project plan creation; and bill of materials. Methodology, activities, and evaluation procedures for this module are outlined. The following materials are provided: a planning module; pretest; an information sheet; a print reading work sheet; a bill of materials information and an instruction sheet; a board measure table; a material price list; and a posttest planning module. (NLA)

ED 347 337   CE 061 571

De Bruyne, John
Introduction to Page Maker Desktop Publishing. High-Technology Training Module.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 13 Oct 89
NOTE- 8p.; Developed as part of the High-Technology Training Model for Rural Based Business and Industry, Technical Colleges and Local and State Educational Agencies.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Classroom Techniques; Computer Oriented Programs; *Computer Science; Computer Science Education; Course Content; *Desktop Publishing; Electronic Publishing; *Graphic Arts; High Schools; Learning Modules; *Microcomputers; Pretests Posttests; Student Evaluation; Technical Education; Test Items
IDENTIFIERS- *Aldus Pagemaker

This learning module for a high school course in graphic communications is designed to introduce students to the Aldus Page Maker 3.0 software for desktop publishing. The module activities allow students to use the software to prepare a two-

Literacy

The National Workplace Literacy Program forges dynamic partnerships among businesses, workers, and educators facilitating the transition from yesterday's work environment to tomorrow's. The program's success is indicated by high retention rates, organizational acceptance, and intense grants competition. Valid and reliable measures are needed that relate learning gains to job-based outcomes. Five projects demonstrate exemplary practices: Pima County, Arizona; Washington, District of Columbia; Baton Rouge, Louisiana; Weirton, West Virginia; and Madison Wisconsin. The five projects have key elements in common: job-relevant teaching materials, instructors with job-related training background, and availability of support services. The project's road map to success is based on several parts: common elements associated with successful projects, overcoming barriers to success, and self-help steps for federal funding applicants. The National Literacy Act of 1991 amends the program by modifying the matching funds requirement, setting priorities for small businesses, allowing 3-year grant periods, establishing a literacy program, and creating national program strategies. Long-term strategies must be examined that link the future of workplace literacy to the economy's shift from traditional production organizations to high performance organizations. (Six appendices are included: matrix by state of program partners from the first three funding cycles, list of states by region, legislative foundation, common questions/answers, 21 references, and sources of additional information.) (NLA)

ED 347 355 CE 061 597

Gray, Barbara
Project S.T.A.R.S. Student Training at Retail Stores. Cooperative Demonstration Program. Final Performance Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 1 Dec 90
NOTE- 334p.; For related documents, see ED 320 352 and ED 327 729.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Career Education; *Cooperative Education; *Cooperative Programs; Curriculum Guides; Demonstration Programs; Distributive Education; Emotional Disturbances; Grade 11; High Schools; *Job Placement; *Job Skills; Learning Disabilities; Material Development; Moderate Mental Retardation; Program Effectiveness; Program Evaluation; *Retailing; Salesmanship; Sales Occupations; School Business Relationship; Speech Handicaps; Student Employment
IDENTIFIERS- High School Juniors; *Student Training at Retail Stores Project NY

The Student Training at Retail Stores (STARS) project was evaluated during the 1989-90 school year. With the collaboration of business a 3-semester program of intense occupational, vocational, and career education was developed to enhance job skills and secure retail sales jobs for high school juniors with moderate learning, speech, emotional, and intellectual disabilities. Project STARS served 83 students at 7 high schools in Queens, New York. Findings from coordinator and student surveys indicated the following: coordinators judged the curriculum positively; nearly 60 percent of students rated at least one of the classroom or workshop activities or

IDENTIFIERS- *Programable Logic Control

This training module on electromechanical components contains 10 units for a two-year vocational program packaging system equipment control course at Wisconsin Indianhead Technical College. This module describes the functions of electromechanical devices essential for understanding input/output devices for Programmable Logic Control (PLC) applications through classroom lecture and laboratory settings. Objectives, outline, teaching methodology, and evaluation are discussed in the module overview. Each unit in the module outline is detailed with resource requirement, unit objective, content summary, and tools of evaluation sections. The following 10 units make up the module: (1) introduction to electrical control of circuits; (2) fuses and circuit breakers; (3) control transformers; (4) switches; (5) circuit application of switches using actuators; (6) relays and solenoids; (7) timers; (8) Packaging Machinery Manufacturer's Institute controls; (9) photoelectric sensing units; and (10) motors. (NLA)

ED 347 375 CE 061 625

Biddick, Robert
Laser Communications and Fiber Optics Lab Manual. High-Technology Training Module.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 6 Jul 90
NOTE- 13p.; Developed as part of the High-Technology Training Model for Rural Based Business and Industry, Technical Colleges, and Local and State Educational Agencies.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Acoustics; Electrical Systems; Grade 9; High Schools; *Laboratory Manuals; *Lasers; Microphones; *Technological Advancement; Telecommunications
IDENTIFIERS- *Fiber Optics; Technology Education

This laboratory training manual on laser communications and fiber optics may be used in a general technology-communications course for ninth graders. Upon completion of this exercise, students achieve the following goals: match concepts with laser communication system parts; explain advantages of fiber optic cable over conventional copper wire; and explain the process of how laser communications and fiber optics work. The module contains objectives, methodology, activities, resources, and evaluation. The laboratory manual contains the following sections: introduction; activity length; evaluation; equipment; steps of procedure; the microphone (encoding); the laser and laser beam (transmitting); laser beam transmission (signal propagating); telephone wire versus fiber optic cable; the receiver box (receiving); and the speaker (decoding). Evaluation consists of the laser communications and fiber optics worksheet, a 15-question attachment reflecting laboratory manual information. (NLA)

ED 347 376 CE 061 630

Traxler, Gene
Introduction to MacDraft. High-Technology Training Module.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Oct 89

Love with Language" (Richard Lederer). (KC)

ED 347 395 CE 061 666

Workplace Education from A to Z: A Handbook for SEIU Local Union Leaders.
PUB DATE- 92
NOTE- 67p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Educational Finance; Employer Employee Relationship; Fringe Benefits; Grants; *Inplant Programs; *Labor Education; *Literacy Education; Quality of Working Life; *Unions
IDENTIFIERS- *Workplace Literacy

This manual provides guidance for local unions setting up worker education programs--from basic skills to job training. It is based on the experiences of many different Service Employees International Union (SEIU) locals with diverse programs. The introduction explores the nature of worker education programs, determines what benefits accrue to unions for such programs, and proposes four keys to success (involve the workers, involve the employer, establish an equal partnership, and allow enough time). Chapte 1 discusses program staffing, including administrator, support staff, learning advocates, counselors, advisory committees, and instructors. Program design is the topic of Chapter 2. Subjects covered include what workers want and need, what should be offered (adult basic education, English as a Second Language, job training, career ladders, certification, service providers, curriculum development, worker selection and assessment, accessibility, publicity, and program evaluation. In Chapter 3, the guide suggests ways to find funds to run the program, from negotiating it in union contracts to providing it as an employee benefit or getting grant money. (KC)

ED 347 396 CE 061 679

Griffin, Betsy Q.
Perceptions of Managers: Effects of Leadership Style and Gender.
PUB DATE- Mar 92
NOTE- 16p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (38th, Knoxville, TN, March 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrators; Adult Education; College Students; *Employee Attitudes; Employer Employee Relationship; Higher Education; *Leadership Styles; *Participative Decision Making; Personality; Power Structure; *Sex Differences; Sex Discrimination; Sex Stereotypes; *Supervisory Methods; Work Attitudes

A study compared perceptions about male and female managers who used either an authoritative or participative leadership style. Participants were 102 undergraduate students from a small midwestern college, aged 17 to 60 with a mean age of 22 years. They evaluated a manager after reading a description of the behavior of a division manager in an organization. Students

Sorenson, Don L.
Conflict Resolution and Mediation for Peer Helpers.
PUB DATE- 92
NOTE- 131p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Arbitration; *Conflict; *Conflict Resolution; Decision Making; Interpersonal Communication; *Peer Counseling; Problem Solving
IDENTIFIERS- *Peer Mediation

This book explores conflict resolution strategies and presents a systematic approach to mediation for peer helpers. The first part examines conflict resolution. Internal and external sources of conflict are considered. Irritations, inappropriate expectations, and unknown sources of external conflict are examined. A section on looking inside ourselves discusses how to meet psychological needs, the impact of feelings on behavior, identifying feelings, listening for feelings, and acknowledging the feelings of others. The process of making choices and resolving conflict are examined. Making enlightened choices is presented in three steps: examining the alternatives, evaluating the consequences of each alternative, and making a choice. Defining the conflict, and traditional strategies for coping with conflicts are presented. A bill of rights for individuals in conflict are presented. Suggestions for the bill of rights include: the right to timeliness, direct confrontation, privacy, an egalitarian relationship, consent or dissent, change and grow, apologize or correct the situation, and the right to forgive and receive forgiveness. The second part of the book focuses on mediation. A 15-step peer mediation program is outlined, and an overview of the peer mediation process is presented. Additional thoughts on mediation such as working together to resolve the conflict, competition is not the enemy, influence, resistance, manipulation, and positive perceptions, are discussed. (LLL)

ED 347 415 CG 024 343

Myrick, Robert D.; Sorenson, Don L.
Teaching Helping Skills to Middle School Students: Program Leader's Guide.
PUB DATE- 92
NOTE- 130p.; For students' guide, see CG 024 344.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Helping Relationship; *Leadership Training; *Middle Schools; *Peer Counseling; Program Development; Program Evaluation; Program Implementation
IDENTIFIERS- *Middle School Students

This program leader's guide provides suggestions for organizing, administrating, and evaluating a middle school peer helper program. The first chapter builds a case for peer helpers. The problems of youth, peer influence and personal growth, mobilizing student resources, peer facilitators and helpers, four basic helping roles, and advantages of peer helper programs are discussed. The second chapter focuses on selecting a training approach. The academic elective class, summer course, teacher-advisor group, retreat-workshop, school club, were found to be significant in favor of CODE parents. Twenty-one of the 32 CODE parents were surveyed again 1 year following training. Average scores were lower than in the original survey; only scores on knowledge items were significantly lower. (NB)

ED 347 434 CG 024 362

Madden, Margaret E.; Kahn, Arnold S.
Strategies for Resisting Influence: The Effects of Gender, Status, and Relationship Closeness.
PUB DATE- Apr 92
NOTE- 16p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (63rd, Boston, MA, April 3-5, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Students; Higher Education; *Influences; *Interpersonal Relationship; Intimacy; *Peer Relationship; *Resistance (Psychology); *Sex Differences; *Status; Undergraduate Students

Research on strategies to influence others, conformity, and compliance with requests demonstrates that status and gender affect strategy choice and compliance rates. Little research, however, has examined strategies used to resist requests. Kahn et al. (1990) explored how gender, status, and intimacy affect resistance strategies among undergraduates. The present study sought to replicate Kahn et al.'s findings with a sample of older adult undergraduate students. Adult students (N=61) read 12 scenarios in which one person asked another person to do something that the other person did not want to do. Subjects then described in writing how they would refuse requests presented in the scenarios which varied by status, closeness, and sex of influencer and resister. The results revealed that the most common reported strategies for resistance were to refuse without giving a reason, refuse by telling the truth, refuse by telling a lie, and bargaining. Respondents reported believing that people with lower status would avoid influence by telling a lie, while peers and higher status individuals would give the true reason for refusal. Respondents also indicated believing that people would refuse by telling the truth most often with strangers. Resister and influencer sex affected the perceived effectiveness and consequences of various strategy types. (NB)

ED 347 435 CG 024 363

Fox, C. Lynn; Weaver, Francine Lavin
Unlocking Doors to Self-Esteem. Content-Oriented Activities for Grades 7-12.
PUB DATE- 90
NOTE- 223p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescents; Counseling Techniques; Emotional Development; *Interpersonal Competence; Secondary Education; *Secondary School Students; Self Concept; *Self Esteem

This book presents content-oriented activities for grades 7-12 designed to promote self-esteem. The first chapter presents the objectives and philosophy of this book. The second chapter

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Evaluation Methods; *Family School Relationship; Interdisciplinary Approach; *Learning Problems

Traditionally, when an "outside evaluation" concerning a child's problems in school is sought by families, schools anticipate that the results will be reported in the context of an adversarial relationship, and their experiences have often borne out this expectation. A multidisciplinary Learning Evaluation Center (LEC) based within a university medical center has provided both an unusual setting for the observation of family-school dynamics, and a forum for developing a non-adversarial family-school process. The LEC uses an interdisciplinary approach and operates within a pediatrics department which makes many valuable clinical assets available if needed. The comprehensive evaluation proceeds in several steps. It begins with the systematic collection of information prior to the first appointment. The next step involves direct observation of the child in school, and direct interaction with the teacher, including him/her as a participant in the process. The basic evaluation of the child includes a clinical interview, neurological examination, psychological and psycho-educational assessments, and audiological testing and vision screening. By the time of the conference with the family, there is an unusually rich fund of information concerning the child, the school and the family, and this material has been integrated by the team. By gathering information and sharing results in a non-adversarial way bridges are built with the school and the child is served, not only by the information gathered and shared, but by the basis laid for future family-school communication. (ABL)

ED 347 455 CG 024 384

Stevenson, Lynn; Burger, Michael
Characteristics of At-Risk Youth. Practitioner's Guide Series Number One: Texas Dropout Information Clearinghouse.
PUB DATE- Apr 89
NOTE- 82p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Dropout Prevention; Dropouts; *High Risk Students; Identification; Secondary Education; Secondary School Students; Student Characteristics; Student Needs
IDENTIFIERS- Texas

The purpose of this guide is to help practitioners learn about the at-risk student and dropout problem, and to suggest strategies which increase the chances that those who are at risk of dropping out of school will complete formal education programs. The guide begins with a brief discussion of the extent of the problem and of the social and economic costs associated with people who enter adulthood without the advantage of a high school diploma. National trends as well as Texas statistics are presented. Next, the guide discusses the various characteristics which are associated with and can be used to help identify youth who have dropped out or who are counselors should be ACA members. ACA provides members with access to new information through publications, professional conferences, and professional services. Membership in ACA allows counselors to continue their education and discharge their professional responsibilities. As a strong advocate for the counseling profession, ACA maintains an active government relations program at national, state, and local levels, educating legislators and governmental agency administrators regarding the positive contributions professional counselors make to society. Actions or policies that discriminate against counselors as a professional group are challenged and opportunities are sought to promote public recognition and support of counselors. (ABL)

ED 347 475 CG 024 459

Wittmer, Joe
Valuing Diversity in the Schools: The Counselor's Role. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Communication Skills; *Counselor Role; Cultural Awareness; *Cultural Differences; Elementary School Students; Elementary Secondary Education; *School Counseling; School Counselors; School Guidance; Secondary School Students; Self Concept
IDENTIFIERS- *Diversity (Student); ERIC Digests

The valuing of diversity can be taught to others and should be a major part of any school's comprehensive guidance program. In the valuing diversity model ASK, "A" stands for awareness of self and others; "S" stands for sensitivity and skills; and "K" stands for knowledge cultures different from one's own. School counselors hold the key to the teaching and the valuing of diversity. They know how to communicate effectively with others regardless of their or the other person's cultural background. They are skilled in how to "tune in to" the feelings of others, how to put the speaker at ease by clarifying the content of what was just said, how to show interest in others through the use of open-ended questions, etc. Through structured guidance and counseling approaches all students and teachers can be taught these facilitative communication skills. (ABL)

ED 347 476 CG 024 460

Benshoff, James M.
Peer Consultation for Professional Counselors. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Consultants; *Counselor Performance; *Counselors; *Peer Relationship; Supervision; Supervisory Methods
IDENTIFIERS- ERIC Digests; *Peer Consultation (Supervision)

The importance of extensive, high-quality counseling supervision

Readers and Writers Know.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 150p.; Revision of a research report originally published as a dissertation for Harvard University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cohesion (Written Composition); *Grade 9; High Schools; High School Students; *Reading Ability; Reading Research; *Text Structure; *Writing Ability; Writing Research
IDENTIFIERS- *Text Factors; *Text Organization

Intended to gain information about students who have difficulty organizing text when they write, a study probed students' ability to recognize and understand varying degrees of text organization while reading. Ninety ninth-grade students, divided equally into groups of good readers/good writers, good readers/poor writers, and poor readers/poor writers, were asked to read cause/effect paragraphs from natural text in three text conditions (ordered, scrambled, and reconnected) and two levels of passage difficulty (sixth and ninth grade). Data included recall of paragraphs, ability to judge paragraphs for organizational clarity, ability to unscramble poorly organized paragraphs, and interviews. Significant main effects were found for: passage difficulty, ability group, and text condition on the recall measure; text condition on the organizational judgment task; and ability group and passage difficulty on the unscrambling task. Results also indicated: (1) an interaction between ability group and text condition on the organizational judgment task; and (2) that all students judged ordered paragraphs to be better organized than the two scrambled conditions. Good readers/good writers, however, were more cognizant of the differences between scrambled and reconnected text than were the other two groups. Findings suggest that good readers who are poor writers have an ability to create better organized text, yet, similar to poor readers/poor writers, they lack a clear understanding of the function of clear cohesive relationships. (A sample paragraph in the 3 text conditions, instructions for subjects, interview questions, 4 appendixes of data, and 43 references are attached.) (Author/RS)

ED 347 502 CS 010 975

Armbruster, Bonnie B.; Armstrong, James O.
Locating Information in Text: A Focus on Children in the Elementary Grades.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 92
NOTE- 26p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Elementary Education; *Elementary School Students; *Information Retrieval; Literature Reviews; Prior Learning; Reading Research; *Reading Strategies; *Search Strategies; Text Structure
IDENTIFIERS- Strategic Reading; *Text Factors

A review was conducted of the research related to the ability of elementary school children to carry out search tasks with informational text. The review was organized within a framework of components of the search process: goal formation, text selection, information extraction and integration, and of terms, a list of further books on writing, and a questionnaire for evaluating this book are provided. An accompanying teacher's manual presents guidelines and suggestions for using and extending the ideas outlined in the student's book. Following a brief introduction of general advice to the teacher, several activities and ideas are presented to extend each writing exercise. The manual also includes instructions on how to make hardback books from students' written work. (MM)

ED 347 522 CS 211 802

Erickson, Barbara Griffiths
We Can Do--22 Percent Better: Computers and the Writing Process.
PUB DATE- 89
NOTE- 5p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Classroom Design; *Computer Assisted Instruction; High School Freshmen; High Schools; Program Descriptions; *Program Effectiveness; Revision (Written Composition); Word Processing; Writing Attitudes; Writing Exercises; *Writing Instruction; *Writing Laboratories
IDENTIFIERS- *Process Approach (Writing)

In the first year of operation, a high school computer writing lab boosted the percentage of freshman passing state-mandated writing tests from 55% to 77%. Two facilitators were employed in the lab and had five major responsibilities: (1) careful organization of the physical facility; (2) training teachers and students; (3) scheduling classes; (4) writing lessons; and (5) handling public relations. Lessons were designed according to the process approach to writing instruction. All teachers agreed that the primary value of writing on computers was the increase in amount and quality of revisions. Students also improved their attitudes about writing as well as their willingness to revise. (RS)

ED 347 523 CS 211 861

Souviney, Randall; Miller-Souviney, Barbara
Integrating Computers and the Writing Process. Report No. 11.
PUB DATE- Mar 86
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Software Reviews; Elementary Education; Student Writing Models; Teaching Methods; *Word Processing; *Writing Instruction; *Writing Processes; Writing Strategies
IDENTIFIERS- Childrens Writing

This guide discusses how computers can be integrated into the writing process. The guide includes sections on stages of the writing process (pre-writing, writing, response, revision, and recognition); letters from children using computers for projects and communication with other children; and a review of some word processors and writing tools. The guide concludes that word processing and prompted writing tools can offer effective support for classroom writing instruction. (MS)

ED 347 524 CS 211 862

Writing Research
IDENTIFIERS- *Feminist Pedagogy

The polarity of gender is perhaps the most important shaping force in the nineties in the growth and change of education and educational theory. Many critics have argued that there is a masculine bias at the heart of most academic disciplines and methodologies. Feminist approaches, conversely, are viewed as intuitive, expressive, and unscientific. In composition pedagogy, feminist approaches are most concerned with community and process, unlike more scientific, and thus more masculine, methods. The traditional, masculinist approach presents a model of writing as product, which is inherently authoritarian. Such a model draws upon a male model of intellectual development whereby students are empty vessels waiting to be filled with true knowledge, rather than active participants in discovery and learning. This model, however, encourages "separate" knowing, which is learning how to think in order to win the academic game, and different from true understanding. The "connected" teacher, conversely, shares openly her struggles, successes, and failures in writing, allowing students to see the imperfections and botched attempts. Such a feminist, or "mid-wife," teacher stresses experience as a basic part of learning and strives to establish a community of writers. Another common format of feminist pedagogy is peer-group work. One freshman student's altered response after engaging in group discussion illustrates the positive effects of feminist methods. The feminist/midwife model, based on trust, cooperation, and social responsibility, will best serve the global community of the coming years. (Twenty-two references are attached.) (HB)

ED 347 543 CS 213 437

Tochon, Francois V.
Presence beyond the Narrative: Semiotic Tools for Deconstructing the Personal Story.
PUB DATE- Apr 92
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Discourse Analysis; Narration; *Personal Narratives; Research Methodology; *Semiotics; Story Grammar; Teacher Attitudes; *Teacher Education
IDENTIFIERS- *Deconstruction; *Narratology

This paper is an exploration of the philosophical and semiotic implications of educational acts of meaning-making that are mediated through narrative inquiry. The paper discusses the risks of a narrative view of teacher education as it is related to the "I"--philosophy tradition of Subjective Idealism. Indeed, modelling the Self may be an invitation to indoctrination. Thus, the paper offers deconstructive ways of critically analyzing stories of narrative educators which may prevent mere impositions of influence networks for the sake of personal awakening. Deconstruction is then characterized as a positive use of criticism to counterbalance the dialogically possible negative effects of constructive modelling. Deconstruction is understood as a complementary and necessary part of any constructive, structural process. As the critical arguments presented in the paper take the form of an essay, they suggest in their own formalism that narratological post-

*Student Publications; Teacher Improvement; *Writing Attitudes; Writing for Publication; *Writing Instruction; Writing Processes
IDENTIFIERS- Childrens Writing; *Process Approach (Writing)

A practicum was designed to place the teaching of writing as a high priority in an elementary school; allow children more opportunities to share their writing; and assist teachers in their knowledge of teaching writing, especially through the writing process. Children's writing was given high visibility through the use of monthly "young authors" displays, encouragement of classroom and hallway displays, and two editions of a literary magazine. In addition, a publishing center was set up for fourth graders, an after-school writer's club was formed for third and fourth graders, a young author's picnic was held at the end of the year, and a prize-winning teenage author spent half a day in the school giving assemblies and working with students. Teachers were assisted through a district-sponsored graduate course in the teaching of writing plus periodic articles and "idea sheets" that were circulated. Results indicated a higher priority for writing in the school. Teachers saw children's pride when their efforts were displayed and "published" in a literary magazine or in book form. The visiting teenage author was inspiring to both children and adults while the public celebration of the writing efforts was enjoyed by the entire school community. (Four tables of data are included; teachers' needs assessment, questionnaires, a newspaper announcement, announcements and title pages for the literary magazine, and a sample announcement for the writing club are attached.) (91 references) (RS)

ED 347 562 CS 213 466

Sperling, Melanie
Discourse Patterns in One-to-One, Teacher-Student Writing Conference Conversations.
PUB DATE- Mar 92
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Communication; *Classroom Observation Techniques; *Discourse Analysis; High Schools; Student Behavior; *Teacher Student Relationship; Verbal Communication; *Writing Research
IDENTIFIERS- *Conversation; *Writing Conferences

The difficulties and obstacles encountered in research in the analysis and interpretation of writing conference talk are theoretically important. These dilemmas may serve as markers to help researchers see how the routines of research and the interpretations of findings are integrally related. The ways in which talk "rearranges" problems should be of interest to those who concern themselves with the relationship of oral discourse to learning to write. Discourse analysis of classroom interaction is comprised of two phases of research: data collection, and data analysis. The use of recording equipment, and the kind of equipment used, will affect the kind of information obtained from classroom settings, as student comments demonstrate. Related to this is the need to gather contextualizing information, since student-teacher talk can be misunderstood outside of context. Often, teacher and student motives can only be attained through personal interviews, as examples show. The timing of interviews, furthermore, affects

NOTE- 16p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Critical Thinking; Elementary Secondary Education; *Listening; *Listening Comprehension; *Listening Skills; Skill Development; Student Needs
IDENTIFIERS- *Critical Listening

Despite the current enthusiasm for teaching critical thinking and the need acknowledged by many educators to improve students' speaking and listening skills, very few schools have actually put critical listening skills into their curricula. One reason listening skills have been so slow in becoming a part of the formal instruction program at most schools is that many people confuse "listening" with "hearing." Listening is actually more than hearing as it involves sensing, interpretation, evaluation, and response as well. Furthermore, it is through speaking and listening that students acquire knowledge, develop language, and increase their understanding of themselves. As students learn language, they learn to think, and the pervasiveness of language itself in the teaching of any subject suggests that the teaching of listening skills can be a primary strategy in the development of critical thinking skills. Some of the skills needed for effective critical listening are: (1) evaluating the strength of the speaker's main ideas and the quality of supporting evidence; (2) recognizing the difference between fact and opinion; and (3) recognizing the use of loaded language, stereotypes, and/or emotional appeals. These skills can and should be taught in schools. Authors such as Joan Sayre and Harvey Weiss offer guidelines for developing better listening, and outline critical listening skills. By using these resources and by combining and applying the ideas of philosophers and neurolinguists, listening instructors can develop principles, practices and exercises that establish the ways and means of listening critically. (Twenty-four references are attached.) (PRA)

ED 347 579 CS 507 815

Ostermeier, Terry H.
Incorporating Cultural Diversity into an Advanced Speech Communication Course in Listening Using an "Attribution Training" Activity.
PUB DATE- Apr 92
NOTE- 10p.; Paper presented at the Annual Meeting of the Central States Communication Association (Cleveland, OH, April 9-12, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attribution Theory; *Cultural Differences; Cultural Influences; Higher Education; *Intercultural Communication; *Listening; Listening Skills; *Speech Communication
IDENTIFIERS- Communication Behavior; Communication Strategies

A junior-senior level course in listening focuses on a 2- to 3-day unit on examining communication and cultural diversity. In this unit, the primary element is an activity involving student culture, and have a significant influence on the personality, values, beliefs, and attitudes of Hindus in India and abroad. In planning culture-specific instruction, it would be efficacious to choose the method and technique that best suits the type of course, instructional purpose, content, and context involved. Three effective instructional techniques for teaching Indian culture and communication patterns are: personal intercultural experiences, a cultural awareness exercise, and cultural assimilators. (PRA)

ED 347 598 CS 507 876

Aitken, Joan E.; Neer, Michael R.
The Relationship of Classroom Communication Apprehension and Motivation to College Student Question-Asking.
PUB DATE- 92
NOTE- 31p.; Paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; Classroom Research; *College Students; *Communication Apprehension; Communication Research; Higher Education; Questionnaires; Sex Differences; *Student Motivation
IDENTIFIERS- *Questions

A study defined more clearly the role of apprehension, motivation, and gender in student questioning. A survey of 118 questions was given to 156 students enrolled in an introductory communication course. The questions were designed to study student perception of the nature of questioning and to examine student-related and instructor-related factors that may influence student questioning. Students were given hypothetical situations in order to examine their questioning behavior. Results included that: (1) instructor or student gender failed to influence communication apprehension level or questioning motivation; (2) students with high classroom communication apprehension failed to respond as positively to the instructor's behavioral interventions as the highly motivated question-askers; and (3) motivation level is a better indicator of question-asking than classroom apprehension level. (Three tables of data are included; 26 references and the question motivation scale are attached.) (Author/SR)

ED 347 599 CS 507 877

Bernt, Joseph P.; Greenwald, Marilyn S.
Senior Newspaper Editors and Daily Newspaper Coverage of the Gay and Lesbian Community: A Summary of Past Findings and Discussion of New Findings on Reporting Sexual Orientation.
PUB DATE- Jun 92
NOTE- 36p.; Paper presented at the National Conference of Lesbians and Gays in Mainstream Media (San Francisco, CA, June 25-27, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Attitudes; Audience Awareness; Community Education; *Editors; *Homosexuality; Language Role; *Mass Media Role; National Surveys; *Newspapers; *News Reporting; Research Design
IDENTIFIERS- Journalism Research; *Media Coverage

the various computation models and the information each provides. (13 references) (LMI)

ED 347 617 EA 023 722

Bridges, Edwin M.
Problem Based Learning for Administrators.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 178p.; Volume prepared with the assistance of Philip Hallinger.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Administrator Education; *Cooperative Learning; Elementary Secondary Education; Graduate Study; Higher Education; *Instructional Innovation; *Masters Programs; Motivation; *Principals; *Problem Solving; Program Implementation; Student Role; Teacher Role; Teaching Methods; Theory Practice Relationship
IDENTIFIERS- *Problem Based Learning; Stanford University CA

In the Prospective Principals' Program at Stanford University, students are engaged in problem-based learning (PBL), a cooperative, small-group approach providing opportunities to resolve problems likely to confront real-world professionals. To illustrate PBL's background and rationale, chapter 1 briefly describes how the topic of teacher selection might be introduced using traditional, case-method, and PBL approaches. Chapter 2 focuses on the students' role and how instructors can minimize the frustration and difficulties students experience in Stanford's PBL curriculum. Chapter 3 describes a field test of the teacher selection project, focusing on valuable lessons for student and instructor. Chapter 4 explains the instructor's role in PBL and how to deal with potential challenges arising while implementing a PBL project. The fifth chapter contains six student essays to illustrate what students report learning about leadership and various administrative skills. Chapter 6 describes possible obstacles hindering PBL implementation and outlines a strategy for overcoming these impediments. The last chapter focuses on future challenges, including explicating student-centered learning, facilitating administrators' lifelong learning, conducting research on PBL effectiveness, and exploring other PBL contexts for educating administrators. Appendices provide a description of Stanford's PBL program, samples of problem-stimulated learning projects, and a project checklist. (50 references) (MLH)

ED 347 618 EA 023 802

Selecting Fair and Equitable Learning Materials.
PUB DATE- Mar 91
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bias; Cultural Differences; Disabilities; Elementary Secondary Education; Foreign Countries; Guidelines; Individual Differences; *Instructional Material Evaluation;

Kentucky; *Multi Age Grouping

In nongraded education, children of different ages and ability levels are taught together and make continuous progress rather than being promoted once per year. Research studies support nongraded primary education by indicating that young children vary in their rates of intellectual development and learn best through hands-on activities with concrete materials. In addition, participation in mixed-age groups has social and cognitive benefits. Teaching multi-age classes requires more teacher preparation time and knowledge about child development, integrated curriculum, and instructional strategies. The implementation of nongraded education is facilitated by the following: (1) understanding and support by teachers and parents; (2) practical training for teachers; and (3) support by both administrators and school boards. (MLF)

ED 347 638 EA 024 079

Epstein, Joyce L.; Connors, Lori J.
School and Family Partnerships.
PUB DATE- Jun 92
NOTE- 10p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Cooperation; Family Role; *Family School Relationship; Middle Schools; *Parent Influence; *Parent Role; *Parent School Relationship; School Community Relationship; Secondary Education

Concerns about and characteristics of family/school partnerships are the theme of this issue of a "newsletter for the on-line administrator." Because of the changing natures of students, families, and schools, school administrators must take a leadership role in facilitating parent involvement in education. The six major types of involvement for comprehensive partnership programs are outlined. These include basic obligations of families; basic obligations of the school; involvement at the school; involvement in home learning; involvement in decision making, governance, and advocacy; and community collaboration. Questions to be considered for organization of partnerships are discussed; some of these include the development of a written policy, a leadership and committee structure, a budget, and an evaluation process. Examples of each type of partnership that has been implemented in middle and high schools are provided. A brief program description and contact information are included. (LMI)

ED 347 639 EA 024 080

Cohen, Elizabeth G.
Restructuring the Classroom: Conditions for Productive Small Groups.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 92
NOTE- 83p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials

in educational decision making and policy formation. (27 references) (LMI)

ED 347 658 EA 024 103

Turnbull, Brenda J.
Research Knowledge and School Improvement: Can This Marriage Be Saved?
PUB DATE- Apr 92
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Change; Educational Cooperation; *Educational Improvement; Educational Practices; *Educational Research; Elementary Secondary Education; *Research Utilization; School Restructuring; *Theory Practice Relationship

Steps toward developing a more constructive framework for linking research with educational practice in effecting school change are presented in this paper. To understand the problem of research-based change in schools, the process is reviewed from the following perspectives: the school and its practitioners; research-based knowledge itself; and linkages between practitioners and research communities. Optimistic findings are that teachers and policymakers do learn from research; however, research utilization works best in settings of collaboration and mutual support. Effective research-based programs for change are utilitarian, inspirational, provide immediate payoffs, and meet local needs. Unsuccessful plans for change view the practitioners as passive, are unclear, and assume a linear model of progression. Another problem is the inherent conflict that exists between knowledge-based school improvement efforts and the politics of federally supported research and development, if the latter adheres to an inappropriate vision of rapid, center-to-periphery dissemination. (77 references) (LMI)

ED 347 659 EA 024 104

Rask, Sauli
Modern Facilities and Supportive Management as Tools for Developing Schools: The Kuokkala School Project, City of Jyvaskyla, Finland.
PUB DATE- Apr 92
NOTE- 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992). Appended site drawing may not reproduce adequately in paper copy.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Cooperation; *Educational Environment; *Educational Facilities Design; *Educational Facilities Improvement; *Educational Facilities Planning; *Educational Improvement; Foreign Countries; Secondary Education
IDENTIFIERS- *Finland

Plans for building a lower secondary school, the Kuokkala project, in Jyvaskyla, Finland, are described in this paper. The first part describes the background of the project, an provides information on 24,599 eighth-graders from 1,035 schools nationwide. A followup study of the same students was conducted during spring 1990. Findings indicate that over 50 percent of the eighth-graders in 1988 had at least one of the above characteristics, and about 12 percent had three or more such characteristics, confirming the concern that a significant number of students were at risk for academic failure. The percentage of such students was higher among racial/ethnic minorities and urban area students, indicating the need for greater educational improvement efforts in these populations. The study also examined the impact of multiple characteristics on school success, provided a basis for identifying at risk students, and made recommendations for preventive actions. Seven tables are included. (9 references) (LMI)

ED 347 680 EA 024 130

Raivetz, Mark J.
Can School Districts Survive the Politics of State Testing Initiatives?
PUB DATE- Apr 92
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Accountability; *Achievement Rating; *Achievement Tests; *Educational Assessment; Elementary Secondary Education; Evaluation Methods; Politics of Education; School Effectiveness; *State Standards
IDENTIFIERS- *New Jersey

The impact of state-mandated testing on an urban school district in New Jersey is examined in this paper, which describes the evolution of the testing program and its shift in emphasis from individual student assessment to its use as the primary indicator of school success or failure. To meet state certification standards, 75 percent of the third, sixth, and eighth graders in every school must meet or exceed a state-prescribed minimum level of proficiency. The monitoring process evaluates schools according to 10 elements of acceptable performance, each of which must be met. School report cards indicate that urban districts failed to match the accomplishments of their suburban counterparts. A conclusion is that using the achievement test as a district indicator of academic performance is inappropriate. Recommendations are made to evaluate the testing program and to incorporate higher order thinking into instruction. Four tables are included. (LMI)

ED 347 681 EA 024 131

Engel, Joanne; And Others
Oregon Education Act for the 21st Century: Implications for the Profession and Administrator Training.
PUB DATE- Apr 92
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

Intelligence Differences; *Motor Development; Perceptual Motor Learning; Performance; Preschool Education; Psychological Patterns
IDENTIFIERS- Australia; *Bayley Scales of Infant Development; Canada; West Germany

Down Syndrome children (N=229), aged 1-83 months, from Australia, Canada, and Germany were tested using the Bayley Scales of Infant Development. Test performances on the Bayley's Mental and Motor scales were not dissimilar, leading to the conclusion that young Down Syndrome children from different countries with relatively comparable standards of health and educational provisions develop at a similar rate. As a group, the Down Syndrome children seemed to take about twice as long as normal children to achieve a particular developmental level. The 707 test protocols of the 229 children did not empirically dictate a specific theory of developmental progression. Linear and logarithmic models could be fitted equally well. The same held true with growth functions fitted to an individual subject's longitudinal data. The most striking result was the large variation of test performances in Down Syndrome children at an early age. Standard deviations were about twice as large as expected from a normal sample at equivalent mean performance levels. This result, along with the early fan-like differentiation of growth curves in children tested repeatedly, was felt to imply that Down Syndrome infants are less protected in their early development by biologically based "self-righting processes" than healthy children. (Author/JDD)

ED 347 701 EC 202 550

Rauh, Hellgard; Diesch, Eugen
Cognitive Development in Mentally Handicapped Children.
PUB DATE- Nov 87
NOTE- 17p.; Partially supported by a grant from the German Science Foundation. One of three papers in: Freie Universitat Berlin, Arbeitsberichte des Instituts fur Psychologie, Number 4, "Developmental Studies in Mental Handicap." For the other two papers, see ED 294 380 and EC 202 549.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Child Development; *Cognitive Development; *Cognitive Measurement; Cognitive Style; *Developmental Stages; *Downs Syndrome; Learning Strategies; *Mental Retardation; Motor Development; Preschool Education; Problem Solving; Psychological Patterns; Task Analysis
IDENTIFIERS- *Bayley Scales of Infant Development; *Scalogram Analysis

Two studies on cognitive performance in mentally retarded children are reported. In the first study, the Bayley Scales of Infant Development were administered to 56 mentally retarded children, aged 2 to 6, to determine the possibility of discerning subsets of items that form a developmental pattern of interrelated subscales, using the SCAMMO scale analysis. Three partially interrelated subscales emerged in the Motor Scale and five subscales in the Mental Scale, suggesting that mentally retarded children may follow a variety of possible developmental paths or partial paths that exhibit logical and/or psychological consistency and structure. The second study investigated Down Syndrome children's problem-solving strategies within a developmentally oriented theoretical framework. Four children aged 9-13 were required to reconstruct a lane of four slanted blocks in a motorway form board. Analysis showed that the Down Syndrome children may exhibit introduction about personal assistance services in general, the second section looks at independent living movements in these three countries, and the third section at obstacles of comparing social welfare programs. The fourth section describes personal assistance services in Sweden and covers social security and welfare, social benefits for inhome personal assistance services, services relating to education and employment, administration and structure of programs, and evolution of the Swedish system of services. The following section looks at similar services in the United States. Covered are antidiscrimination law and the right to the least restrictive environment, social security and welfare law, federal legislation providing funding sources for personal assistant services, services relating to education and employment, program administration and structure, and program evaluation. The sixth section describes services in West Germany and addresses: social security and welfare, benefits for inhome personal assistance, education and employment services, program administration and structure, and program evaluation. A concluding section lists principles passed by a 1989 European Conference on Personal Assistance Services for Disabled Persons and highlights advantages and disadvantages of each country's programs. (61 references) (DB)

ED 347 721 EC 301 332

Juhasz, Anne McCreary
A Transactional Model for Investigating Stress and Coping in Spina Bifida Children and Their Families: Justification and Presentation.
PUB DATE- 79
NOTE- 15p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Child Rearing; Children; *Coping; *Emotional Adjustment; Family Problems; *Interaction Process Analysis; Models; *Parent Child Relationship; *Spina Bifida; *Stress Variables

This paper presents a review of the literature on stress and coping in families with children having spina bifida and offers a transactional model to study the parent child interaction in these families. The conclusions drawn from the literature review are the following: both parent and child in the family setting need to be considered as both face unique specific stresses; there has been little research dealing specifically with this population; current family stress research and research on parent and sibling reactions to the spina bifida child indicates that parents often experience tension, isolation, fatigue, depression, and financial problems and siblings are often characterized by excessive investment in the handicapped child; and the child's mode of ambulation and intellectual development may be important sources of family stress. Studies of adolescents with spina bifida have indicated common social isolation, low self esteem, and feelings that their parents do not understand the disability. The transactional model offered focuses on the relationships between the child's coping strategies, the stress which these strategies generate for family members, the subsequent coping strategies of parents and siblings, and the resulting chain reaction. (27 references) (DB)

ED 347 722 EC 301 333

and supplemental materials provided by Evan J. Kemp, Jr., Chairman of the Equal Employment Opportunities Commission (EEOC), specifically related to implementation of the Americans with Disabilities Act (ADA). The hearing deals with EEOC enforcement strategies for implementing Title I of the ADA, including the development of clear and concise regulations, policies, and procedures. The hearing specifically addresses: (1) plans for meeting the growing demands by the public and by business entities for information and guidance; (2) plans to handle the potential flood of cases; (3) the concept of reasonable accommodation; (4) training of EEOC employees in disability law; (5) technical assistance to employers and individuals with disabilities; (6) implementation of the Charge Data System and the ADA Tracking System; (7) budget and staffing; and (8) state and local fair employment practices agencies. Supplemental materials include copies of several EEOC publications: "The Americans with Disabilities Act: Questions and Answers," "The Americans with Disabilities Act: Your Employment Rights as an Individual with a Disability," "The Americans with Disabilities Act: Your Responsibilities as an Employer," and regulations published in the Federal Register on equal employment opportunities for individuals with disabilities. (JDD)

ED 347 741 EC 301 357

Michael-Gilbert, Martha
Origins of Interpersonal and Social Skills Deficits of Developmentally Disabled Adolescents and Young Adults.
PUB DATE- Dec 92
NOTE- 32p.; Master's Thesis, Ohio University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Adolescents; At Risk Persons; Behavior Problems; *Communication Problems; Communication Skills; Congenital Impairments; *Etiology; *Interpersonal Competence; *Intervention; *Physical Disabilities; Postsecondary Education; Secondary Education; Social Development; Young Adults

This paper, by reporting on research literature published from 1980 to 1992, attempts to identify the origins of interpersonal and social skill deficits of adolescents and young adults with visible physical disabilities, either congenital or acquired during very early childhood. The paper examines the nature of interpersonal and social skills and attempts to discover if deficiencies in those skills exist for persons with a physical disability. The possible causes of any such deficits are examined, and an overview of the treatments prescribed to lessen interpersonal and social skills deficits is presented. The paper concludes that growing up with a physical disability does not automatically create deficits in successful social interaction, but that this group is at risk for developing ineffective verbal and nonverbal communications. The causes of skills deficit risk seem to be a societal problem, and interventions that are helpful are those that make the disabled adolescent or young adult aware of the factors involved in making his/her communication ineffective. (25 references) (JDD)

ED 347 742 EC 301 358

Bolton, Brian
Work Personality Profile, Self-Report Version and Manual for the Work Personality Profile, Self-Report Version.
SPONS. AGENCY- National Inst. of Handicapped Research (ED),

Postsecondary Education; Statewide Planning; Two Year Colleges; Vocational Education
IDENTIFIERS- *Job Training Partnership Act 1982; *Massachusetts

This inventory revises and updates data published in a 1986 inventory of articulation, collaboration, and Job Training Partnership Act (JTPA) agreements between vocational-technical schools and community colleges in Massachusetts. In addition, it provides information on programs in city vocational schools, comprehensive high schools, and service delivery areas (SDAs). The report is organized in three parts: (1) Introduction; (2) Data Compilation; and (3) Agreement Summaries. In the introduction, a section on methodology and response rate reports that 100 percent of community colleges and regional and independent vocational-technical schools responded to the survey; response rates were lower (33-90 percent) for city vocational, county agricultural, and comprehensive high schools and SDAs. The following findings are also presented: 80 percent of community colleges reported articulation agreements; community college contracts with JTPA increased by 35 percent; regional vocational schools showed a 17 percent increase in articulated programs; 70 percent of regional vocational schools, 55 percent of city vocational schools, and 2 of 10 comprehensive schools reported program articulation; and 11 SDAs reported contracts with secondary schools and/or community colleges. In part 2, data are compiled by school type (and SDA) and agreement type. A brief data summary is provided at the end of each of the nine data tables making up this part. In part 3, agreement summaries for each responding school or SDA are organized into articulation agreements, collaboration agreements, JTPA agreements, and current negotiations. Appendixes include the two survey instruments used, one for secondary and postsecondary institutions and the other for SDAs. (YLB)

ED 347 281 CE 061 380

Epps, Irvine
Massachusetts' Occupational and Educational Trends: The Need for Program Articulation.
PUB DATE- 89
NOTE- 22p.; For related documents, see CE 061 376-381.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Articulation (Education); *College School Cooperation; Community Colleges; *Coordination; *Educational Cooperation; *Education Work Relationship; Futures (of Society); High Schools; Institutional Cooperation; Labor Force Development; Labor Needs; Technological Advancement; Two Year Colleges; Vocational Education
IDENTIFIERS- *Massachusetts

Articulation has the potential to improve educational quality, enhance the efficient use of resources, respond effectively to diverse reform proposals, and sustain student interest in school. Technology is changing the nature of work and requires both better schooled and more highly trained workers. Partnerships between high schools and community colleges can help to supply Massachusetts and the nation with a skilled and knowledgeable work force. The demand for engineering technicians, computer technicians, systems analysts, programmers, computer operators, paralegals, and health care assistants will have the greatest growth in Massachusetts. Articulated programming can effectively provide the required advanced skills needed by new entrants to these occupations.

"other" system identified) coupled with an adequate bite-wing survey could be a viable option, but did not seem to be employed in dental hygiene programs. Teaching of all types of radiographic imaging in the dental hygiene curriculum was recommended. (Appendixes include a 10-item bibliography, the survey instrument, and some survey responses.) (YLB)

ED 347 299 CE 061 503

Kimeldorf, Martin
Imagine...Youth Service in Washington. A Report.
PUB DATE- Jun 91
NOTE- 144p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Citizen Participation; *Community Services; Demonstration Programs; Disadvantaged Youth; Elementary Secondary Education; Federal Programs; Higher Education; Models; Out of School Youth; *Program Development; *Public Service; Resources; School Community Relationship; Social Responsibility; State Programs; Urban Youth; *Volunteers; *Youth
IDENTIFIERS- *Washington; *Youth Service

This book is a compilation of information about youth service in the State of Washington, a summary of the benefits and challenges to increasing youth service, and a summary of strategic options for supporting and enhancing youth service statewide. The report is divided into five sections. The first part describes many examples of youth involvement, from the traditional organizations (such as scouts and religious groups) to new service opportunities (such as state-financed projects). Part II summarizes the benefits of youth service to youth, including increased self-esteem, career preparation, and improved community opinion of young people, as well as to recipients of the service. The third part describes how careful coordination and planning between schools, nonprofit agencies, businesses, and labor groups results in high quality youth service programs. In Part IV, barriers to expanding community service opportunities for youth are outlined, and suggestions for overcoming these barriers are provided. The final section offers strategic planning suggestions for setting up and conducting youth service programs, and concluding comments challenge the reader to dream about a future society improved by the helpful role of youth. The report includes a list of 41 references and 6 appendixes: a list of national and state legislative initiatives for youth community service; samples from various states of strategic plan proposals; a youth and community service bibliography that lists 14 national volunteer service organizations; 3 research reports, 10 general guides, 17 teaching and curriculum guides, 7 student workbooks and instructional materials, and 2 films; notes about court-ordered community service; a proposal for a "college of the corps"--a service and employment corps serving out-of-school youth; and a directory of state contacts throughout the nation and especially in Washington. (KC)

ED 347 300 CE 061 504

Barton, Kathy; And Others
The Hidden Technology: Dictation Systems.
PUB DATE- 92
NOTE- 49p.; Prepared by students in a Graduate Course: Seminar in Dictation Systems, Texas Tech University.

and key employees, and the "in-basket" items. The goals for the activity are to discover general management principles through problem solving, to examine one's own management style, and to plan applications of management principles. These issues are considered in the exercises: employment of ex-convicts to work around young people; public official's acceptance of gifts and tax write-off gifts; responsibility for the financial situations or moral behavior of employees; responsiveness to pressure from religious or minority groups and to political pressure; responsibility to enforce the law; and dealing with adverse publicity. (YLB)

ED 347 318 CE 061 536

Top 40 Career Hits in Maine. Reader's Guide and Facilitator's Guide.
PUB DATE- Oct 91
NOTE- 115p.; Related poster is not included because its contents are repeated in the document.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Career Choice; *Career Information Systems; Educational Objectives; High Schools; Instructional Materials; Job Training; Language Skills; Mathematics Skills; *Occupational Information; Salaries; State Programs; Thinking Skills
IDENTIFIERS- *Maine

This booklet and facilitator's guide explore jobs in Maine based on statewide average openings in the year 2000, educational requirements, salary range, and math skills. They promote the career and occupational education for future career choices. The booklet consists of two sections: (1) four Top 40 charts on annual statewide openings, educational level, math skills, and current salary level; and (2) brief job descriptions of the Top 40 occupations in alphabetical order. In each job brief, the following are described: typical job duties, approximate average annual salary, educational preparation, and job description. In addition to an introduction, the facilitator's guide contains the following information: 17 classroom activities using booklet information; additional Top 40 charts; statewide and substate comparison charts; alphabetical index of Maine occupations; and sources of information--current labor market information, job briefs, other sources, and additional resources. (NLA)

ED 347 319 CE 061 538

Bell, Jim; Trussler, Anne
Literacy Audit for Social Agencies.
SPONS. AGENCY- Alberta Dept. of Education, Edmonton.; National Literacy Secretariat, Ottawa (Ontario).
PUB DATE- 92
NOTE- 21p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Literacy; Counselor Client Relationship; Foreign Countries; Needs Assessment; Professional Personnel; *Program Evaluation; Receptionists; *Social Agencies
IDENTIFIERS- Canada; *Literacy Audits

page publication. The six sections of the module are the following: module objectives, content outline, teaching methods, student activities, resource list, and evaluation (pretest-posttest). (KC)

ED 347 338 CE 061 573

Leonard, Dennis

Computer Programmed Milling Machine Operations. High-Technology Training Module.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE- 6 Jul 90

NOTE- 51p.; Developed as part of the High-Technology Training Model for Rural Based Business and Industry, Technical Colleges and Local and State Educational Agencies. Portions of activity sheets contain marginally legible print.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Behavioral Objectives; Classroom Techniques; *Computer Assisted Manufacturing; Computer Oriented Programs; *Computer Science; Computer Science Education; Course Content; Electronic Control; High Schools; Learning Modules; Machinery Industry; Machine Tools; *Microcomputers; *Numerical Control; Pretests Posttests; Student Evaluation; Technical Education; Test Items

This learning module for a high school metals and manufacturing course is designed to introduce the concept of computer-assisted machining (CAM). Through it, students learn how to set up and put data into the controller to machine a part. They also become familiar with computer-aided manufacturing and learn the advantages of computer numerical control (CNC) over conventional machining. The six sections of the module are the following: module objectives, content outline, teaching methods, student activities, resource list, and evaluation (pretest, three exercises, and posttest). Student activities include information sheets and are illustrated with line drawings. (KC)

ED 347 339 CE 061 574

Pawlowicz, Bruce; Johnson, Tom

Using Claris CAD To Develop a Floor Plan. High-Technology Training Module.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE- 15 Oct 89

NOTE- 18p.; Developed as part of the High-Technology Training Model for Rural Based Business and Industry, Technical Colleges and Local and State Educational Agencies.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Architectural Drafting; Behavioral Objectives; Classroom Techniques; *Computer Assisted Design; Computer Oriented Programs; *Computer Science; Computer Science Education; *Computer Software; Course Content; Grade 11; High Schools; Learning Modules; Microcomputers; Pretests Posttests; Student Evaluation; Technical Education; Test Items

IDENTIFIERS- *Claris CAD

This learning module for a high school architectural drafting topics as "excellent"; more than 94 percent reported their level of knowledge or self-esteem was positively affected; and more than 38 percent acquired jobs. (The 26-page report is followed by an evaluation of the 1988-89 project. Other attachments consist of information for project replication, including workshop, business linkage, and worksite descriptions; feedback from students, educators, private industry, and parents; materials on career awareness seminars; follow-up letters to meetings with personnel directors that led to student job opportunities; letters to administrators; and a 158-page curriculum guide with lessons, teaching strategies, and activity sheets on attendance and punctuality; dress and makeup; communication skills; interviewing; loss prevention; customer service; selling techniques; sales equipment; safety; retail merchandising; human relations; and quality control.) (YLB)

ED 347 356 CE 061 598

Mero, J. Timothy, Ed.; And Others
Strategic Curriculum Updating Process. A Modular Approach to Keeping Curriculums Current with Changing High-Technology Requirements.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 90
NOTE- 438p.; Developed as part of the High-Technology Training Model for Rural Based Business and Industry, Technical Colleges, and Local and State Educational Agencies.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - General (020)
DESCRIPTORS- Articulation (Education); *Curriculum Development; Educational Assessment; Educational Improvement; Educational Planning; Education Work Relationship; Followup Studies; *Instructional Materials; *Material Development; Needs Assessment; Postsecondary Education; Program Improvement; Research Methodology; *Rural Education; School Business Relationship; Secondary Education; Small Group Instruction; Surveys; *Technical Education; Technical Institutes; *Technological Advancement

This handbook describes the processes used in a project to identify technological changes taking place in business and industry and to infuse content related to these changes into the curricula of technical colleges and local education agencies in rural areas. The handbook includes 15 modules. The first module explains the system developed by the project, and the other modules present more specific processes. Topics covered are the following: high-technology curriculum updating processes; envisioning process; needs assessment; planning and conducting statewide or regional surveys and interview surveys of businesses and industries; planning and conducting follow-up studies; planning and conducting a Delphi study; selecting appropriate sampling techniques and determining valid sample sizes; working with small groups; necessary skills matrix; articulation--helping students transition from secondary to postsecondary institutions; module development guidelines; evaluation; work-based learning experiences; and developing partnerships between education and business and industry. (KC)

ED 347 357 CE 061 599

NOTE- 12p.; Developed as part of the High-Technology Training Model for Rural Based Business and Industry, Technical Colleges, and Local and State Educational Agencies.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Communications; *Computer Assisted Design; Computer Software; *Drafting; Graphic Arts; High Schools; *Learning Modules; Microcomputers; Technological Advancement
IDENTIFIERS- Apple Macintosh

This training module on MacDraft is part of a computer drafting skills unit on communications technology for grades 9-12. The objective is for each student to complete a drawing on the MacIntosh computer using the MacDraft software program. This drawing is to be dimensioned with a dual system and is to include a border and title block. This module contains activities, a list of resources, and evaluation requirements--accuracy of drawing, adequate dimensions and correct placement, and layout drawing. The following steps are described: (1) accessing the program; (2) getting set up; (3) drawing the line; (4) editing the line; (5) creating a box; (6) rotation of lines or boxes; and (7) the arc. A MacDraft assignment is included. (NLA)

ED 347 377 CE 061 631

Wirsbinski, William
Quality Assurance and Statistics. High-Technology Training Module.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 9 Oct 89
NOTE- 14p.; Developed as part of the High-Technology Training Model for Rural Based Business and Industry, Technical Colleges, and Local and State Educational Agencies.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Algebra; High Schools; *Learning Modules; *Quality Control; Statistical Analysis; *Statistics; Technological Advancement
IDENTIFIERS- *Quality Assurance

This high technology quality assurance and statistics training module is a part of the statistics unit for an algebra I or algebra II course. This module fits into high school math classes in which students compute and display measures of central tendency and variability. The module contains a description, objectives, and content outline--phase I (quality assurance introduction), phase II (statistical techniques and formulas), and phase III (quality assurance activity). The following attachments are included: graph-generating roster and graphs, additional questions for stem and leaf plots, 13 resources, and pre-evaluation and post-evaluation. (NLA)

ED 347 378 CE 061 635

Lund, Candyce J.
Teller Training Module: Off-Line Banking System. High-Technology Training Module.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Jan 90
NOTE- 21p.; Developed as part of the High-Technology Training

rated the manager's overall leadership ability and expected degree of success on 9-point scales; rated the manager on 10 bipolar personality characteristics, using a 7-point scale for each; and indicated whether they would like to work for the manager. A multivariate analysis of variance (MANOVA) revealed a significant interaction of manager gender and leadership style on the ratings on 10 personality characteristics. Males were rated more positively when they were authoritative; females were rated more positively when they were participative. Chi squares indicated that fewer students thought they would like or like to work for the woman rather than for the man. More students said they would not want to work for the authoritative woman than any of the other managers. Results indicated leaders were viewed more positively when they used a leadership style that was typical of and consistent with their gender. The liking measures also indicated a lingering negative feeling about women managers. (Appendixes include 17 references and 3 tables.) (Author/YLB)

ED 347 397 CE 061 680

Fasick, Frank A.; Dexter, Carolyn R.
Community Decline as a Generator of "Elite" Mobility: A Gender Analysis.
PUB DATE- Apr 92
NOTE- 26p.; Paper presented at the Annual Meeting of the Eastern Sociological Society (Arlington, VA, April 3-5, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Administrators; Blue Collar Occupations; *Economic Change; *Educational Attainment; Females; Foreign Countries; Males; Migration; *Migration Patterns; *Occupational Mobility; Postsecondary Education; *Poverty; Professional Occupations; *Sex Differences; Social Mobility; White Collar Occupations

Economic decline in a community offering opportunities for higher education was studied as a contributing factor to extensive upward mobility among persons beginning their occupational careers. One process through which mobility into professional occupations by individuals whose fathers were manual workers ("elite" mobility) was documented--the need for the children of blue-collar workers to escape the industrial decline in their local community. Evidence came from the high levels of mobility into professional and managerial occupations experienced by graduates from blue-collar backgrounds in the 1946 class of a rust-belt community high school. For men, the mobility into higher status professional and managerial occupations arose primarily from the large proportion who continued with postsecondary education in the face of declining job opportunities at the local level. Very few women took advanced degrees. Only three women were in the higher professions or management, but a sizable minority achieved lower-status positions in these occupations. Women improved their participation in lower-status professions and management by leaving the community. Compared to noncollege men who moved, more of those remaining in the community were in lower management, few in high management, and none in the professions. (Appendixes include a list of 21 references and 3 tables.) (Author/YLB)

ED 347 398 CE 061 681

Poppe, Christopher J.; Rodeheaver, Dean

and project-focused team are explored. The third chapter examines the primary elements involved in organizing training programs. Program goals and objectives, the program trainer/coordinator, program support, how many to train, how to select the students, when and where to meet, and how to be helpful are discussed. The fourth chapter organizes the training program into four different phases. Getting organized, facilitative skills, decision making and problem solving, and getting ready to help others are discussed. Ethics and confidentiality, responsible referrals, critical moments in peer helping, pitfalls to avoid, and evaluating the training are also discussed. The fifth chapter focuses on implementing peer helper projects. The sixth chapter discusses teaching others in peer-led learning centers. The seventh chapter addresses preventing alcohol and drug abuse. Gateway drugs and illegal drugs are identified. The eighth chapter discusses networking, and the ninth chapter focuses on program evaluation. (LLL)

ED 347 416 CG 024 344

Myrick, Robert D.; Sorenson, Don L.
Helping Skills for Middle School Students.
PUB DATE- 92
NOTE- 163p.; For leader's guide, see CG 024 343.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Feedback; Group Dynamics; *Helping Relationship; Listening Skills; *Middle Schools; Models; Peer Counseling; Problem Solving
IDENTIFIERS- *Middle School Students

This book presents a developmental model for peer helping which places less emphasis on students in crises and more emphasis on helping them in advance of serious problems. The first chapter introduces peer helping and the facilitative model and provides an overview of the book. The second chapter discusses principles of human behavior. The third chapter explores the concept of relating. Facilitative conditions of caring accepting understanding, trusting, and respecting are discussed. The fourth chapter focuses on listening skills. Four steps for attentive listening are outlined and discussed. The fifth chapter deals with responding. High facilitative responses, feeling-focused responses, clarifying and summarizing, open questions, acknowledging, linking, complimenting and confronting, reassuring and supporting, analyzing and interpreting, and advising and evaluating are all discussed. The sixth chapter focuses on giving feedback. The facilitative feedback model is presented, and guidelines are offered for giving feedback. The seventh chapter discusses decision making. Five focused questions are offered to help with making responsible and effective decisions. A problem-solving model is presented which encourages the use of high facilitative responses. The eighth chapter suggests helping projects for peer helpers such as helping interviews, peer support groups, planning leisure activities, peer tutoring, buddy systems, and large group presentations. (LLL)

ED 347 417 CG 024 345

Erickson, Chris D.; And Others
On Thinking and Feeling Bad: Do Client Problems Derive from a

presents the theoretical concepts as well as empirical data relative to the social development of adolescents. The third chapter deals with ways in which teachers can become more effective models for their students. The next three chapters present more than 100 field tested lesson plans or units of study that can be implemented in these subject areas: English, drama and communication, social sciences, science, career education, and physical education. The fourth chapter presents activities that teachers can implement to enhance the self-concept and confidence of their students. The fifth chapter focuses on lessons designed to encourage students to explore their attitudes, feelings, and actions toward others. These activities are designed to motivate students to evaluate stereotypic values and social barriers. They will also help students identify their own feelings and develop plans for change. The sixth chapter takes the social process a step further and provides teachers with activities, methods, and strategies to enhance their students' positive social interaction skills. The seventh chapter lists numerous resources relating to social skills training for adolescent junior and/or senior high school students. Also listed are books for students and teachers, films and filmstrips, and various manipulative materials including games and simulation activities. (ABL)

ED 347 436 CG 024 364

The DARE Regional Training Center Policy Board's Manual for Training Law Enforcement Officers in the DARE Program. Training Manual.

SPONS. AGENCY- Department of Justice, Washington, DC. Bureau of Justice Assistance.
PUB DATE- Oct 91
NOTE- 86p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Children; *Drug Abuse; *Drug Education; Elementary Education; Law Enforcement; Peer Influence; *Police; *Police Education; Resistance (Psychology); *Resistance to Temptation; *Training
IDENTIFIERS- *Drug Abuse Resistance Education Program

Drug Abuse Resistance Education (DARE) is a preventive drug education program intended to stop drug use before it begins. DARE teaches techniques aimed at resisting peer pressure and helps children and adolescents refuse to use drugs, alcohol, and tobacco. DARE instructors are trained law enforcement officers on full-time duty with the project. DARE officers are assigned up to five schools per semester, and each officer visits each school at least one day per week to present curriculum units that emphasize self-esteem, taking responsibility, and saying "no" to drugs. The officers conduct assembly programs and visits to classrooms; hold training sessions on drug use for teachers; and conduct meetings that instruct parents on the objectives and content of the curriculum. This document presents the training manual to be used in training officers to become part of the DARE program. The manual was written to help mentors/trainers in the regional training centers throughout the United States prepare law enforcement officers who have been selected to present the DARE curriculum in schools. Objectives, agendas, and activities for each of the 10-day training sessions are outlined in the manual. For each day, a list of objectives is provided and an likely to drop out of school. Accompanying each characteristic is a discussion of one or more strategies which have been reported to be effective in dropout prevention and recovery. Some of the topics covered include: (1) academic performance concerns and strategies to enhance academic achievement; (2) teacher involvement and local control; (3) program size; (4) tutoring and mentoring; (5) motivation and school climate concerns, as well as strategies to alter school climate and build student motivation; (6) alternative schools; (7) overage and developmental concerns; (8) strategies to promote parental involvement; (9) cultural differences; (10) language proficiency concerns; (11) self-esteem and social interaction concerns; and (12) strategies to help students who are pregnant, married, or who are parents. (ABL)

ED 347 456 CG 024 385

Guidelines for Guidance Services.
PUB DATE- 91
NOTE- 48p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; Models; *School Guidance; Standards
IDENTIFIERS- Canada; Manitoba

The purpose of this booklet is to provide direction and assistance to school divisions as they develop responsive, effective, and accountable guidance services and programs at the school level. The guidelines presented provide a broad conceptual framework of definitions and goals and outline expectations for service standards. Models and suggestions for the management of guidance services and programs are also provided. The assumptions upon which the booklet is based are discussed in the first section. Elements of guidance are also discussed. The second section lists goals and objectives in the areas of educational guidance, career guidance, and personal/social guidance. The third section discusses guidance services and programs. The fourth section discusses developmental guidance topics and programs. Delivery of guidance services and programs is discussed in the fifth section. Manitoba provincial standards; planning and implementing the guidance program; the guidance team; responsibilities of the major partners; strategies for guidance delivery; qualifications of counselors; in-service programs for staff involved in guidance; and evaluation are discussed. A brief conclusion emphasizes the important role that school guidance services play in the conservation and development of human resources and in contributing to the development of each person's potential. Appendixes include a decision making and problem solving outline, an excerpt on guidance from the "Goals of Learning" of the Manitoba Schools, a sample role description for a school counselor, and a guidance program evaluation checklist. (ABL)

ED 347 457 CG 024 386

Violence against Women: Learning Activities To Prevent Violence against Women, Senior 1-4 (Grades 9-12) 1991. Curriculum Support Series.
PUB DATE- 91

has become recognized as critical to learning, maintaining, and improving professional counseling skills. Peer consultation models offer counselors a viable adjunct or alternative experience to traditional approaches to counseling supervision. Research provides accumulating support for the value of peer consultation/supervision experiences for professional counselors.The Structured Peer Consultation Model (SPCM) was developed to provide counselors and counselor trainees with feedback and assistance in developing their counseling skills and implementing them effectively with clients. In SPCMs, peers work together in dyads to provide regular consultation for one another. Although SPCMs include many traditional supervision activities (goal setting, tape review, and case consultation), the emphasis is on helping each other to reach self-determined goals, rather than on evaluating each other's counseling performance. (ABL)

ED 347 477 CG 024 461

Allen, Jackie M.
Action-Oriented Research: Promoting School Counselor Advocacy and Accountability. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Counselor Role; Elementary Secondary Education; *Research Methodology; *Research Needs; *School Counseling; *School Counselors
IDENTIFIERS- ERIC Digests

There are numerous benefits to be gained by the school counselor who chooses to do action-oriented research. Program evaluation and planning are facilitated through the use of measurable student outcomes obtained through action-oriented research. Collaborative research efforts are made possible by data gained through action-oriented research. Practical action-oriented research is the basis for proactive public relations for school counselors and school counseling. School counselor efficacy is enhanced by action-oriented research which documents the value, effectiveness, and necessity of school counseling programs. Action-oriented research may serve as the basis for grant applications and legislative efforts to improve and expand school counseling programs or mandate K-12 developmental school counseling. Research is a proactive professiona activity which will contribute to the accountability, advocacy, and advancement of school counseling. (ABL)

ED 347 478 CG 024 462

Harris-Bowlsbey, JoAnn
Building Blocks of Computer-Based Career Planning Systems. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

evaluation. The research reviewed suggests that older and more proficient readers are better able than younger and less proficient readers to execute search tasks successfully and spontaneously. Other factors, such as the considerateness of text and the reader's prior knowledge of text structure and topic, were also shown to affect children's ability to search informational text. Two recommendations based on the research review are: (1) teachers should provide systematic instruction in how to locate information in text, beginning in the primary grades; and (2) much more informational text should be added to the reading diet of elementary school students. (A figure representing the types of search goals or tasks is included; 64 references are attached.) (Author/RS)

ED 347 503 CS 010 976

Koebler, Saundra, Comp.; And Others
Literacy through Literature. Proceedings of the Annual Conference and Course on Literacy (38th, Pittsburgh, Pennsylvania, June 1991).
PUB DATE- Jun 91
NOTE- 102p.; For the 1990 proceedings, see ED 329 900.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Early Childhood Education; Ethics; Family Involvement; Junior High Schools; *Literacy; *Literature Appreciation; Middle Schools; Multicultural Education; Poetry; *Reading Habits; Social Studies; Student Writing Models; Summer Programs; Thinking Skills; Whole Language Approach; World War II
IDENTIFIERS- *Emergent Literacy; Lifelong Readers

This conference proceedings is the result of a week-long conference and course focusing on the use of literature programs in the development of literacy skills and the attainment of broader educational outcomes. The proceedings includes speeches by keynote speakers, session presentations, graduate student papers, and middle school student papers. Keynote papers are: "Acting Meaning: The Play of Reading" (Shirley Brice Heath and Shelby Anne Wolf); "Remembering Pennsylvania" (Lois Lowry); "Families and Literacy: Building Social and Cultural Continuity" (Vivian L. Gadsden); "The Secret of the Lifetime Reader or the Clue in the Classroom" (Elizabeth Segel); and "The Secret of the Life-Long Reader or the Clue in the Classroom" (Margaret Mary Kimmel). Session presentations are: "Helping Parents and Teachers Develop Positive Dispositions toward Reading in Preschool Children" (Donna DiPrima Bickel); "Rights without Labels: A Mainstreaming Project" (Nicolette Armstrong and others); "Literacy through Experimental Verse: Selected Works of e. e. Cummings" (Albert C. Labriola); "Enriching Early Literacy with Long-Term Projects" (Jeanette Allison Hartman); "The Heartwood Project: An Ethics Curriculum for Children" (Eleanor Gettleman and others); "Liberty, Learning, and Literacy: Promoting Higher Order Thinking in the Social Studies Classroom" (Caryn M. King and William E. McDonald); "Teaching after the Summer Institute: Where I've Been and Where I'm Going" (Mimi Botkin); "Reaching back, Moving Forward: An Intergenerational Approach to Literacy and Literature" (George R. Skornickel, Jr.); "Promoting Literacy through Bibliotherapy" (Lelia Allen); "The Ethnic Mosaic: Multicultural Books for All Our Children" (Joan Brest Friedberg); and "Writing Workshops for Children" (Karen Waggoner). The three graduate student papers are: "Whole Language Makes Learning Fun, Even in High School" (Shandel Gilbert); "Ownership" (Marion E. Gosson); and "World War II:

Cohen, Moshe; Riel, Margaret
Computer Networks: Creating Real Audiences for Students' Writing. Report No. 15.
PUB DATE- Aug 86
NOTE- 28p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Audience Awareness; *Computer Networks; Computer Uses in Education; Foreign Countries; Grade 7; *Information Networks; Junior High Schools; *Writing Evaluation; Writing Exercises; Writing Instruction; Writing Research; *Writing Skills
IDENTIFIERS- Childrens Writing; Israel

A study examined the effect of a computer network which was designed to create a functional learning environment to engage students in writing as a communicative act with a real audience. Subjects, 44 seventh-grade Israeli students, wrote an essay as part of their regular midterm examination and, a week later, wrote another essay for their peers, intended for transmission through an international newswire service to a network of computers located in Virginia. Students wrote their essays in Hebrew without the use of computers. The essays for the network were then translated into Spanish or English for the computer-linked audience. Results indicated that student essays written for a real audience (their peers) were better organized and dealt with the content in a more informative and elaborate fashion than did the essays written for the exam. (Two tables of data are included; 57 references are attached.) (RS)

ED 347 525   CS 212 082

Chadwick, Stephen; Bruce, Nigel
The Revision Process in Academic Writing: From Pen & Paper to Word Processor.
PUB DATE- Apr 89
NOTE- 31p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- Comparative Analysis; *Computer Assisted Instruction; Foreign Countries; Higher Education; *Revision (Written Composition); Technical Writing; *Word Processing; Writing Apprehension; Writing Attitudes; Writing Exercises; *Writing Improvement; Writing Instruction; Writing Research
IDENTIFIERS- Process Approach (Writing); University of Hong Kong; Writing Tasks

A study at Hong Kong University explored the use of the word processor as a writing tool in enhancing a process approach to writing instruction and the effect it has on writing performance, student attitudes to writing and revising, and the process by which students revise their scripts. A comparative analysis was done on a control group of 13 first-year industrial and mechanical engineering students and on an experimental group comprised of 12 first-year students from the civil and electrical engineering departments. On entry to the report writing course both groups were found to be comparable in terms of writing skills. Both groups also had the same instructor. The control group was taught in a conventional setting, doing all their work by hand, whereas sessions for the experimental group were timetabled in a computer laboratory and writing was done on word processors. Findings suggest that modern criticism may reveal useful moral avenues to deconstruct some Voice networks as being expressions of the self-authorized, narrative leadership of a few tenors and divas on an elitist stage. Also, as deconstruction is not meant to promote a network, it has to provide its own criticism. (Four figures and one table are included; 61 references are attached.) (Author/RS)

ED 347 544 CS 213 438

Gough, Noel; Kesson, Kathleen
Body and Narrative as Cultural Text: Toward a Curriculum of Continuity and Connection.
PUB DATE- Apr 92
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *American Indians; Cultural Context; Discourse Modes; Ecology; *Environmental Education; Environmental Research; Figurative Language; Foreign Countries; Higher Education; Language Role; *Narration
IDENTIFIERS- *Aboriginal People; Narrative Text; Native Americans; *Postmodernism; Text Factors

As suggested by current work being done in narrative inquiry, modern environmental educators participate in numerous stories by which they construct and reconstruct their personal and professional worlds. Modernist discourses have cultivated stories of the earth in which the earth is depicted as an object of instrumental value, a machine, rather than as kin, mother, or text as suggested by pre-modern societies. Deconstructing the modern metaphors of nature cultivated by modern science and industrialism is the first step toward reconstructing a relationship with the earth. Environmental educators can learn much from the narrative strategies of pre-modern cultures like Australian Aborigines and Native Americans about the assimilation of language to the world. Further, the western way of experiencing time (a linear and material construction) is only one among many constructions of reality; this conceptual system is being challenged increasingly. Thus, another step in reconstructing a relationship with the earth includes deconstructing common western assumptions concerning the material reality of time. The narratives of pre-modern mythologies and post-modern physics accept the fact that the creation of meaning in the world is a human and communal responsibility. Educators should vigorously participate in the creative reconstruction of a language that places human kinship with nature in the foreground. The discourse which may presently provide the most generative site for such a reconstruction is that of post-modern science fiction. (Thirty-three references are attached.) (HB)

ED 347 545 CS 213 439

Abi-Nader, Jeannette; Sitko, Barbara M.
Adapting Writing Instruction in Two Classrooms: An In-Progress Research Report.
PUB DATE- 21 Apr 92
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).

what is discovered in the data. The dilemmas of when and how to collect data affect all aspects of a study and affect what the data can teach. Other phenomena of importance when considering conferences are "adjacency pairs" and the question of who is "steering," (invaribly the teacher, as illustrated in one scenario). In sum, all of these obstacles make the responsibility of interpretation a challenging process replete with methodological paradoxes. (HB)

ED 347 563 CS 213 467

Megyeri, Kathy A.
Bribes or Rewards.
PUB DATE- 92
NOTE- 15p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Achievement; *Classroom Environment; Elementary Secondary Education; English Instruction; Higher Education; *Rewards; *Student Motivation; *Teacher Student Relationship
IDENTIFIERS- English Teachers

Small tangible rewards for student progress, such as candy bars, pens, or ribbons, add potency to the verbal and written praise offered by the teacher, thus increasing student motivation. Giving students small prizes enhances the cooperative atmosphere of learning, especially for those who do not normally do well. Research indicates that low student motivation, passivity, and lack of parental interest are key problems in American education. Students often feel discouraged about their abilities to compete academically with their peers, and see little connection between school curricula and future employment. In middle schools, motivation begins to move from an intrinsic desire and curiosity to an extrinsic hope of achieving external reward, inhibiting motivation. Numerous examples illustrate how motivational prizes or "bribes" effectively induce student motivation. Undoubtedly, there are also shortcomings in the repeated use of extrinsic rewards. But a sample of 25 anonymous student comments about the practice of rewarding them extrinsically were overwhelmingly positive. Until it can be shown that the practice is immoral or educationally unhealthy, the practice of giving rewards and treats can be recommended among English teachers. (HB)

ED 347 564 CS 213 468

White, Fred D.
"Thoughts across My Corpus Callosum": What Lewis Thomas's Essays Can Teach Students about Writing Well.
PUB DATE- Mar 92
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Creative Expression; *Creative Thinking; *Essays; Higher Education; *Holistic Approach; Student Needs; Undergraduate Students; *Writing (Composition); *Writing Instruction

participation, and the major theme of this activity is cultural values and norms. Attribution training, a technique designed to teach persons from one culture to interpret events as persons from another culture do, is used to help students address the role of cultural values in the process of effective listening in intercultural interactions. This course is based on an original project (constructed by Hachiya) in which American and Japanese students were requested to select among alternative value related choices for each of several episodes depicting a situation which could involve a problematic interaction between persons from different cultures. The outcomes of this activity in the listening course often reveal certain patterns which are useful to aid in gaining a better understanding of intercultural listening. For example, the activity can often be used as an indication of student understanding of values in an intercultural situation both before and after the unit which focuses on Japanese culture and communication. Involving students in these activities can be a means to gain better understanding and appreciation of cultural values as they affect listening between cultures. It appears that an activity based on attribution training has merit as a learning tool. (Fifteen references are attached.) (PRA)

ED 347 580 CS 507 820

Irwin, Harry
Australian Communication Scholarship: 1970-beyond 2000.
PUB DATE- May 92
NOTE- 13p.; Paper presented at the Annual Meeting of the International Communication Association (42nd, Miami, FL, May 20-25, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Historical Materials (060)
DESCRIPTORS- *Communication Research; Educational Change; Educational History; Foreign Countries; Higher Education; *Scholarship; *Universities
IDENTIFIERS- *Australia

The development of Australian communication studies has closely followed capitalization upon the opportunities provided by major structural changes in the higher education system in the early 1970s and the late 1980s as well as those provided by disciplinary development and student demand. Before 1970, little in the way of communication studies was researched or taught in Australia. In the early 1970s, long-established universities were complemented by "new" universities, institute of technology, and colleges of advanced education that provided the opportunity for the introduction of communication studies. From 1970 to 1987, communication teaching and research was characterized by considerable diversity of disciplinary starting points and ideological positions. In 1987, a highly significant year, the 85 higher education institutions in the former university and advanced education sectors of higher education became 36 universities in a new unified national system. Overnight, communication studies was taught, and became the subject of major research initiatives, in universities which had previously resisted its introduction. Since 1987 postgraduate activity has grown and research activity has expanded. The field of communication studies is likely to grow in the future and because of Australia's growing links with its Asian and Pacific neighbors, Australian communication studies will probably be drawn to an increasingly Asian focus. However, a contemplated major shift of government emphasis and

Building on an earlier study, this paper presents the findings of a series of studies that asked senior newspaper editors throughout the United States how they view newspaper coverage of issues of concern to gays and lesbians. The paper presents detailed findings reported in four earlier papers analyzing data from the survey: "Daily Newspaper Coverage of the Gay and Lesbian Community: Perceptual Differences of Senior Editors and Their Gay and Lesbian Staffers"; "Privacy and the AIDS Crisis: Newspaper Practices Regarding Obituaries and Outings"; "Tolerance of Senior Daily Newspaper Editors for Photographs of People with AIDS and Gays and Lesbians"; and "Newspaper Coverage of Gays and Lesbians: Editors' Views of Its Longterm Effects." The paper presents a new study regarding senior editors' views about indicating sexual orientation in news columns. The paper discusses how the results from these studies might be used in generating more accurate and comprehensive coverage of events and concerns of the lesbian and gay community. The paper concludes with an outline of tentative plans for a study of daily newspaper coverage of gay and lesbian communities and of gay and lesbian and "mainstream" readership of those dailies in 23 U.S. and Canadian cities. (RS)

ED 347 600 CS 507 878

Klein, Jeanne
A Developmental Comparison of Perceived Reality in Live Theatre.
PUB DATE- 20 Mar 92
NOTE- 22p.; Paper presented at the Biennial Meeting of the Southwestern Society for Research in Human Development (8th, Tempe, AZ, March 20-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Age Differences; Audience Awareness; *Audience Response; *Cognitive Development; College Students; Comparative Analysis; Elementary Education; Elementary School Students; Higher Education; *Student Reaction; *Theater Arts
IDENTIFIERS- Perceived Reality

A study explored perceived reality and developmental differences in viewing theater. Subjects, 33 second graders, 33 fourth graders, 23 sixth graders, and 23 college students viewed a production of "This Is Not a Pipe Dream," a non-representational play based on biographical facts about the early life and work of the surrealist painter Rene Magritte. Children were interviewed one day after theater attendance, and the college students completed an analogous written questionnaire. This open-ended, inductive method resulted in the generation and emergence of six symbol systems or theater conventions and categories of cues which resulted from asking "How do you know?" Results indicated that: (1) while focused primarily on production values, children increasingly judge a playwright's script for its social believability; (2) second graders relied on visual cues to judge actuality or authenticity; (3) fourth graders began a developmental shift in applying outside knowledge to scrutinize possibility; (4) sixth graders considered plausibility; and (5) college students suspended their disbelief by judging the context of media genres. Findings suggest that theater artists need to make production styles more explicit so that metaphoric themes become more recognizably visible and audible to predominantly novice audiences; and children and adults alike could benefit most from a theater education to better grasp theater's multilayered symbol systems. (A schematic system of symbols in

*Media Selection; Racial Balance; Sexism in Language; *Stereotypes; *Textbook Bias
IDENTIFIERS- *Saskatchewan

The media selection guidelines in this booklet have been developed to further emphasize fairness and respect for all individuals in Saskatchewan (Canada) schools. The six forms of bias that may appear in learning materials include: (1) invisibility--underrepresenting certain groups; (2) stereotyping--assigning rigid roles or attributes to a group; (3) imbalance/selectivity--presenting only one interpretation of an issue, situation, or group of people; (4) unreality--portraying contemporary and historical life experiences unrealistically; (5) fragmentation/isolation--separating issues related to certain groups from the main body of the text; and (6) linguistic bias--using language that fails to represent both genders or that patronizes older persons or people with disabilities. After discussing the importance of adopting a selection policy and using historically biased classics to help students develop critical thinking skills, the booklet raises several questions specific to portrayal of women and men, people from various cultures, people with disabilities, and older people. An annotated list of four reviewing aids is included, along with ordering information. (MLH)

ED 347 619 EA 023 809

Gender Equity: Policy and Guidelines for Implementation.
PUB DATE- Feb 91
NOTE- 30p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Educational Opportunities; *Educational Policy; Elementary Secondary Education; *Equal Education; Foreign Countries; Guidelines; Program Implementation; Sex Bias; *Sex Discrimination; *Sex Fairness; State Action
IDENTIFIERS- *Saskatchewan

An overview of Saskatchewan's gender equity policy and guidelines for its implementation are presented in this report. Facilitated by the need to ensure equal opportunities for male and female students in the province, the policy is designed to reflect gender equity in all components of the educational system--curriculum, resource materials, instructional and assessment practices, school environment, student development programs, school/community interactions, and monitoring. Following a policy rationale statement and definition of gender equity, the policy and its basic principles are outlined. The next part discusses the relationship of the four components of the core curriculum (required areas of study, common essential learnings, locally determined options, and the adaptive dimension) to gender equity. Guidelines for implementation are next discussed in relation to the seven educational system components previously listed, and suggestions for interagency cooperation are made. A conclusion is that gender bias in the schools is inherent in the educational system's framework. Seven charts that list guidelines for action at the state, school division, and school levels; a glossary; and a summary of gender equity research conclusions are included. (5 references and 67 bibliographic sources) (LMI)

ED 347 620 EA 023 833

Auriemma, Frank V.; And Others
Graying Teachers: A Report on State Pension Systems and School

(070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Collegiality; *Cooperative Learning; Elementary Secondary Education; *Interaction; Intergroup Relations; *Interpersonal Relationship; Learning Activities; *Self Directed Groups; *Small Group Instruction; Staff Development; Teacher Student Relationship

Conditions under which the use of small groups in classrooms can be productive are suggested in this paper, which moves beyond the general question of small-group learning effectiveness. Part 1 offers a review of recent studies of interaction in cooperative groups, focusing on the following themes: interaction and achievement; task and interaction; the helpfulness of helping; interdependence and interaction; and reward interdependence. The second part examines factors affecting interaction, which include structuring the interaction, ensuring equity, and classroom influences. Implications for staff development and school organization are discussed in part 3, which examines the problem of assessment as a cross-cutting issue. A conclusion is that the central research question is "What kinds of interaction are necessary for different kinds of outcomes?" Research should take into account the following group conditions: task, solution, structure, and division of labor. Teacher training and followup are recommended for the utilization of cooperative learning. (106 references) (LMI)

ED 347 640 EA 024 081

Keith, Timothy Z.; And Others
Effects of Parental Involvement on Eighth Grade Achievement: LISREL Analysis of NELS-88 Data.
PUB DATE- Apr 92
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Family Environment; *Family School Relationship; Grade 8; *Junior High Schools; Parent Aspiration; Parent Background; *Parent Influence; *Parent Participation; Parent Role; *Parent School Relationship

Findings of a study that determined the influence of parental involvement on eighth-grade students' achievement are presented in this paper, which examined the following specific components of parent involvement: aspirations, home structure, discipline, and school activity participation. Data on 21,835 students and their parents were derived from the National Education Longitudinal Study of 1988 (NELS). Latent variable structural equations analysis (LISREL) was used to determine the effects of parental involvement on student achievement, to compare the effects of various components of parental involvement, and to compare the effects of students' versus parents' perceptions of involvement. Findings indicate that parental involvement in their children's homework had a substantial effect on achievement test scores and that the extent of television viewing had no effect. Parental educational aspirations had a positive effect on overall achievement, and family structure had a small negative effect. Students' perceptions of parental involvement were more important than were parents' reports of participation. Eleven figures are included. (8 references) (LMI)

ED 347 641 EA 024 082

experimental school developed in conjunction with the school head and university researchers. The second part discusses ways in which the modern school ensures students' individual learning opportunities, and the third part identifies seven structural principles of a modern school. Pedagogical characteristics of the modern school, which focus on a new concept of learning, recognize the individual learner's autonomy and responsibility for learning. The responsibilities of school leaders in a modern school are discussed in the final part, which asserts that the school leader plays a crucial role in influencing the school culture. Stages of a staff training process are described. A site drawing is included. (LMI)

ED 347 660 EA 024 105

French, D. Ann
California Administrative Burnout and Year-Round Schools.
PUB DATE- Feb 92
NOTE- 28p.; Paper presented at the Annual Meeting of the National Association for Year-Round Education (San Diego, CA, February 8-13, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Responsibility; Administrator Role; *Burnout; Elementary Education; Extended School Year; *Principals; School Schedules; *Stress Variables; *Year Round Schools
IDENTIFIERS- *California

Findings of a study that explored differences in the degree and type of burnout experienced by California elementary school principals are presented in this paper. Data were derived from a survey that was mailed to a stratified random sample of 200 California elementary principals--100 from year-round and 100 from traditional-calendar schools. Both year-round and traditional calendar principals reported low levels of burnout, with the exception of those who had preschool children living at home. Traditional calendar principals experienced greater stress related to compliance with state, federal, and organizational policies. A conclusion is that year-round school conditions do not lead to higher principal burnout. However, when compared to the overall working population, California elementary principals had lower scores in the areas of personal accomplishment and depersonalization. Seventeen tables are included. (11 references) (LMI)

ED 347 661 EA 024 106

Brodsky, Joel; Masciandaro, Phyllis
School Closings as a Change Process: Buffalo and Jericho, 1976-1981.
PUB DATE- Apr 92
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Change Strategies; Community Attitudes; Community Change; Community Cooperation; Community Relations; *Community Support; Elementary Secondary Education; *Organizational Change; *School Closing; *School District Reorganization

DESCRIPTORS- *Administrator Education; Early Childhood Education; Educational Change; *Education Work Relationship; Elementary Secondary Education; Higher Education; *Management Development; *School Restructuring; *State Legislation; Teacher Education
IDENTIFIERS- *Oregon; Oregon Education Act for the 21st Century 1991

In 1991, the Oregon Legislature passed a landmark educational reform bill, the "Oregon Education Act for the 21st Century," providing for an extended school year, instructional accountability, establishment of state-funded, alternative learning centers, and a restructured high school program issuing certificates of mastery. High school as it is presently known could terminate at grade 10 in Oregon, and the role of business, industry, and the community colleges could be greatly expanded. This presentation outlines the bill in lay language to begin discussion of its implications for administrators and higher educators charged with program delivery responsibilities. The act requires: (1) periodic review and revision of common curriculum goals; (2) an "Oregon Report Card" submitted to district patrons and the legislature; (3) statewide accountability procedures; (4) a policy requiring parental involvement; (5) allocation of state monies for the 21st Century Schools Program and School Improvement and Professional Development Program; (6) a Distinguished Oregon Educators Program; (7) State Board of Education-developed educational choice models; (8) full funding for Head Start; (9) a directed study on developing an ungraded primary program; (11) an Early Childhood Improvement Program; (12) an advisory council appointed by the Superintendent of Public Instruction; (13) certificates of initial and advanced mastery; (13) child labor law reforms; and (14) a 220-day school year. Appendices explain and summarize the act and present its full text. (MLH)

ED 347 682 EA 024 132

Wallace, Richard C., Jr.
On Exiting the Superintendency: An Autobiographical Perspective.
PUB DATE- Apr 92
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Effectiveness; Administrator Responsibility; *Administrator Role; *Educational Administration; Elementary Secondary Education; Instructional Leadership; Leadership; *School Administration; *Superintendents

Reflections of a retiring superintendent on the role of the superintendency are presented in this paper, which is based on an autobiographical account. The author decided to become a superintendent to validate the hypothesis that a superintendent could function as an educational and instructional leader, rather than as only a manager. Areas in which he was unprepared for his job included dealing with teachers' unions and school boards; rewards were found in new program development and empowerment of teachers and administrators. Concerns about the future of education include the survival of public education in the United States, the tenure of superintendents, and community collaboration to address social problems. Nine recommendations for aspiring superintendents are listed, some of which include placing educational goals above managerial ones, building systematic problem-solving behavior in a complex multistep task and an increase of its efficiency due to active forms of regulation. However, the children showed perseverative tendencies, and their error monitoring routines were slow to develop. (Author/JDD)

ED 347 702 EC 212 268

Extended School Year Programs for Handicapped Children: Literature Review Report.
SPONS. AGENCY- Education Service Center Region X, Richardson, TX. Dept. of Special Education.
PUB DATE- Aug 88
NOTE- 26p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Cognitive Measurement; *Delivery Systems; *Disabilities; *Educational Diagnosis; Elementary Secondary Education; Eligibility; *Extended School Year; Generalization; Individual Differences; Individualized Education Programs; Maintenance; Student Needs

A review of available literature on extended school year (ESY) programming (1972-1988) is structured around an exploration of 11 questions developed by special education administrative personnel. Issues addressed include how regression/recoupment (R/R) is measured; the related concepts of generalization and maintenance; how R/R is related to handicap, severity, age, and environmental factors; who should receive ESY services and under what conditions; reduction of subjectivity in determining ESY eligibility; and alternative programming approaches. Relevant studies are cited in a discussion of each issue, with brief answers to the initial question summarized at the end of each section. Among conclusions drawn are the following: R/R is best viewed as a highly individualized phenomenon. Factors that could indicate a need for ESY include handicap severity, measured regression in cognitively learned material, degree of potential for generalization and maintenance, and medical conditions. Direct, ongoing assessment for ESY eligibility should focus on individualized education program (IEP) objectives, use a variety of sources and methods, and occur frequently. ESY programming should involve modification of regular school year instruction in order to maximize the potential for generalization and maintenance during the summer interruption of instruction. (JW)

ED 347 703 EC 221 064

Wakaba, Yoko Yamaguchi; And Others
Language Therapy for a Child with Delayed Language Development: A Preliminary Study of Language Therapy Using Sign Language.
PUB DATE- Feb 89
NOTE- 12p.; Article includes an English abstract. RIEEC Report is published by the Research Institute for the Education of Exceptional Children.
LANGUAGE- Japanese
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Child Language; *Emotional Disturbances; Foreign Countries; *Interpersonal Communication; *Intervention; Language Acquisition; *Language Handicaps; Mothers; Outcomes of Treatment; Parent Child Relationship; Preschool Education; *Sign Language; Therapy
IDENTIFIERS- Japan

Lapierre, D.; And Others
A 54-Point Verbal-Performance IQ Discrepancy on the WISC-R: Cognitive Functioning of a Child from an Alternative School.
PUB DATE- Feb 92
NOTE- 4p.; Paper presented at the Annual Meeting of the International Neuropsychological Society (20th, San Diego, CA, February 5-8, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Educational Background; Elementary Education; Females; Foreign Countries; *Learning Disabilities; *Nontraditional Education; Performance Factors; Performance Tests; *Student Evaluation; Verbal Ability
IDENTIFIERS- *Discrepancy Analysis; Wechsler Intelligence Scale for Children (Revised)

Marked Wechsler Intelligence Scale for Children--Revised (WISC-R verbal-performance discrepancy commonly leads to the assumption that such children have brain pathology or cognitive disorders. Children without brain dysfunction may also exhibit wide discrepancy, but a discrepancy score of 30 is now assumed to occur in only 2% of the population. This investigation presents an 11-year-old child showing a 54-point discrepancy between the Verbal--VIQ and Performance--PIQ scales of the WISC-R. Results of wide ranging testing and other considerations strongly suggested that this child didn't manifest any kind of brain dysfunction. It was concluded that the particular academic environment of the child, an alternative school, exerted a very strong influence on her results on the WISC-R. This conclusion is further supported by the results of a follow-up evaluation, done one year after the child had been transfered to a traditional school, which revealed a WISC-R verbal-performance discrepancy of only 12 points. (Author)

ED 347 723 EC 301 334

Ritter, Shirley A.
Educational Implications for Agenesis of the Corpus Callosum.
PUB DATE- 17 Apr 92
NOTE- 18p.; Paper presented at the Annual Meeting of the Council for Exceptional Children (70th, Baltimore, April 13-17, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Congenital Impairments; Foreign Countries; Intervention; Longitudinal Studies; *Mainstreaming; Mild Mental Retardation; *Neurological Impairments; *Neurology; Rural Education; Student Evaluation
IDENTIFIERS- Australia

This case study evaluates the case of a 20-year-old young Australian adult born with agenesis of the corpus callosum, the area of the brain uniting the hemispheres. Deficits commonly associated with agenesis of the corpus callosum are mental retardation, motor involvement, seizure activity, and lateral transfer difficulties. The report: (1) identifies the types of collosal lesions, results of sectioning of the corpus callosum, and difficulties resulting from agenesis of the corpus callosum; (2) presents a medical and psychological evaluation of the subject (based on preschool through secondary level data); (3) describes the academic intervention in primary school; (4) discusses her educational experience in a rural

Washington, DC.
PUB DATE- Mar 92
NOTE- 38p.; For a related document, see ED 319 194.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Behavior Rating Scales; Computer Assisted Testing; Diagnostic Tests; *Disabilities; *Occupational Tests; *Self Evaluation (Individuals); Test Reliability; Test Validity; *Vocational Evaluation
IDENTIFIERS- *Work Personality Profile Self Report

The Work Personality Profile-Self Report (WPP-SR) is a self-report work behavior instrument for use in situational assessment in work centers, comprehensive facilities, and employment settings. The WPP-SR assesses work attitudes, values, habits, and behaviors that are essential to the achievement and maintenance of employment. It consists of 58 items that are completed by evaluees using a standard four-point scale. Results are reported on a profile form that includes 11 primary work behavior categories and 5 second-order factor scales. The WPP-SR is designed to be administered in conjunction with the simultaneous completion of the Work Personality Profile by a professional evaluator. This manual contains the instrument, directions for administration, and evidence of the instrument's reliability and validity. The WPP-SR is scored on a floppy disk that generates the score profile directly from self-report ratings on the 58 items. The software is written in BASIC for MS DOS machines. (JDD)

ED 347 743   EC 301 359

Winton, Pamela J.
Working with Families in Early Intervention: An Interdisciplinary Preservice Curriculum. Second Edition.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 92
NOTE- 171p.; A product of the Carolina Institute for Research on Infant Personnel Preparation.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Course Content; *Curriculum; *Disabilities; *Early Intervention; Family (Sociological Unit); Family Involvement; *Family Programs; Graduate Study; Higher Education; *Interdisciplinary Approach; Preschool Education; Student Educational Objectives; Young Children

This interdisciplinary curriuclum is intended as a framework for teaching a families course. It is designed to be used with graduate students studying early intervention work with families of young children with disabilities. The curriculum attempts to provide students with information related to family theory, research, policy, and law with direct application for working with families. It provides students with opportunities to apply this information to their own experiences as family members and as professionals working with families, and opportunities to engage in interdisciplinary discussions and activities. The instructional objectives covered in the curriculum are at the knowledge and attitude levels, rather than at the behavioral level. Section I provides an overview of

Articulated programming between the high school and community college requires close curriculum coordination and regular communication between all actors. Benefits of articulation include: eliminating duplicative curriculum, thus allowing quick entry to the job market with a higher level of skills; opportunity to enter postsecondary education at advanced levels; and the potential for colleges to gain better prepared high school graduates. An established articulation program between the high school and community college can also help secondary students not in college preparatory programs to develop appropriate skills to complete their education. Articulation is a pathway to preparing a better educated work force and a better educated citizenry. (21 references) (YLB)

ED 347 282 CE 061 381

Epps, Irvine
Rx Articulation. A Guidebook to Successful Curriculum Articulation.
PUB DATE- 89
NOTE- 36p.; For related documents, see CE 061 376-380.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Articulation (Education); *College School Cooperation; Community Colleges; Contracts; *Coordination; *Educational Cooperation; *Education Work Relationship; High Schools; Institutional Cooperation; Marketing; *Program Development; Program Evaluation; Program Implementation; Public Relations; Two Year Colleges; Vocational Education
IDENTIFIERS- Massachusetts

This procedural guide is designed for program operators and service providers who are cognizant of the potential advantages of articulation and are interested in beginning or expanding articulation efforts. The guide's first section explains the various forms of articulation and reviews briefly benefits and barriers. Other sections introduce the importance of formal agreements and plans and deal with planning processes, financial considerations, and strategies for marketing. The guide covers in some detail the specific development of an articulated program, including the process of meshing competencies and courses, implementing the program, and suggestions for evaluation. The final section recommends specific duties for all involved personnel, from instructors and counselors to deans and superintendent designees. Appendixes include an articulation agreement form, contacts for three flagship articulation programs for further assistance, a form for an articulation course competency analysis, an articulation plan form, and list of seven references. (YLB)

ED 347 283 CE 061 397

Campinos-Dubernet, Myriam
Meeting the Challenge of Training Skilled Workers: French Strategies.
PUB DATE- 92
NOTE- 5p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Economic Development; *Educational Change;

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavioral Objectives; Business Skills; Communications; Curriculum Development; *Dictation; Higher Education; *Information Processing; Information Technology; Learning Activities; *Office Automation; *Office Machines; *Office Occupations Education; Secondary Education; Secretaries; Student Recruitment; Units of Study

This booklet provides business and office teachers with background information, supporting materials, recruiting techniques, and a suggested unit plan that integrates the concepts related to dictation systems into information processing curricula. An "Introduction" (Donna Everett) discusses the need for dictation skills. "Need for Dictation Systems" (Sue Ann Miller) also discusses the need for dictation systems skills, as well as popular types of dictation equipment, and uses of these systems. "Skills Needed in Dictation Systems" (Kathy Barton) focuses on the skills needed by dictators and transcribers. Three foundation skills (basic skills, thinking skills, and personal qualities) and technical skills are considered. "Types of Dictation Systems" (Sylvia Wood) describes two major categories: manual and machine. Two types of machine systems are discussed: electric/analog and electronic/digital. "Methods for Teaching Dictation Systems" (Linda Coleman) focuses on three methodologies: general, machine, and manual. "Recruiting Techniques for Dictation Systems" (Rhonda Henslee) sets forth these steps: setting goals, planning creative activities, targeting the right audience, enlisting various types of media, and marketing the benefits. "A Unit Plan for Dictation Systems" (Yeong Chang) consists of an overview, student and teacher performance objectives, topic outline, student learning activities, and resource materials. Appendixes include 28 references and a 21-item bibliography. (YLB)

ED 347 301 CE 061 505

Whorl, Kevin; And Others
Equity in Vocational Technological Education, Arizona Annual Report, 1991.
PUB DATE- Jun 91
NOTE- 142p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Access to Education; Affirmative Action; Annual Reports; *Displaced Homemakers; Educational Discrimination; Educational Legislation; Equal Education; Federal Legislation; Nondiscriminatory Education; *Nontraditional Occupations; *One Parent Family; Program Effectiveness; Secondary Education; Sex Discrimination; *Sex Fairness; State Programs; Statewide Planning; Student Participation; *Vocational Education; Vocational Education Teachers
IDENTIFIERS- *Arizona; Carl D Perkins Vocational Education Act 1984

This report provides a comprehensive summary of vocational equity activities and impact for 1990-91. It includes data from 1980-90 as a means of charting trends and progress in nontraditional

This document consists of 11 information sheets on conducting literacy audits for social agencies in Calgary, Alberta (Canada). The literacy audit is a systematic in-house assessment of the accessibility of an agency for low literate adults. The packet begins with five information sheets that provide questions and answers under the following headings: Problem; Solutions; Conducting the Audit; Client Literacy; and Further Information. The questions asked under these headings are, respectively: (1) Is the literacy problem your problem? (2) What can your agency do? (3) How can your agency get the most from the literacy audit? (go to the top, put someone in charge, raise awareness, conduct the audit systematically, do the right thing, and think long term); (4) Does your client have a literacy problem? and (5) Where can you learn more about adult literacy? (five references). The audit worksheets contain questions or statements to be used for agency self-evaluation in the following areas: (1) access; (2) reception area; (3) receptionists--how well do they communicate with clients? (4) forms and print materials used in agencies; (5) agency professionals' performance; and (6) clients' opinions on agencies that serve them. (NLA)

ED 347 320 CE 061 541

Alegria, Fernando L., Jr.
A Guide to State-Level Policies, Practices, and Procedures: Enhancing Employment Opportunities for Older Workers. Training and Employment Program.
SPONS. AGENCY- Administration on Aging (DHHS), Washington, D.C.
PUB DATE- 92
NOTE- 48p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Age Discrimination; Attitude Change; Employer Attitudes; *Employment Opportunities; *Employment Practices; Employment Programs; Employment Services; Equal Opportunities (Jobs); Federal Legislation; *Federal Programs; Job Training; Labor Force Development; Labor Legislation; Labor Needs; National Surveys; *Older Adults; Personnel Policy; Policy Formation; *Public Policy; Retirement; State Government; *State Programs; Statewide Planning
IDENTIFIERS- Job Training Partnership Act 1982; *Older Workers; Senior Community Service Employment Program; Wagner Peyser Act

This guide is intended for use by state officials as a guide to state policies, practices, and procedures that enhance employment opportunities for older workers. An executive summary highlights the problems--labor shortages and the strain on the retirement system--and a remedy--staying on the job longer. Examples of policies, practices, and procedures that states may want to consider are described. Recommendations are that all states should have a state-level planning mechanism to address employment and training needs of older individuals, older workers should be represented in policymaking bodies, and older worker organizations should increase their advocacy role. The body of the guide analyzes and synthesizes results of a national survey sent to state Job Training Partnership Act (JTPA) liaisons, directors of state units on aging, and selected directors of local JTPA service delivery areas; 53 responses from 36 states are included. The guide is divided course introduces students to the use of Claris CAD (Computer Aided Drafting) to develop a floor plan. The six sections of the module are the following: module objectives, content outline, teaching methods, student activities, resource list, and evaluation (pretest, posttest). Student activities include information sheets and contain numerous graphics showing symbols and methods. (KC)

ED 347 340 CE 061 575

Grubb, W. Norton; Stasz, Cathy
Assessing the Integration of Academic and Vocational Education: Methods and Questions. Working Paper.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Jun 92
NOTE- 59p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Education; Classroom Techniques; Compliance (Legal); Educational Change; Educational Improvement; *Educational Policy; Federal Legislation; High Schools; *Integrated Curriculum; Measurement Techniques; Postsecondary Education; Program Effectiveness; *Program Evaluation; Questionnaires; State Government; State Programs; Statewide Planning; Success; Surveys; *Vocational Education
IDENTIFIERS- *Carl D Perkins Voc and Appl Techn Educ Act 1990

This paper outlines the issues involved in an assessment of the extent and success of the integration of academic and vocational education. It develops questions that could be addressed to state and local education officials to assess the effects of the 1990 amendments to the Carl Perkins Act on both state policies and local practices. Section I describes the pertinent provisions in the Perkins Amendments. The paper outlines eight models of integration at the secondary level and seven conceptions of integration at the postsecondary level and clarifies the different kinds of changes that may occur when academic and vocational education are integrated. Section II reviews existing studies that describe the extent of integration before the passage of the Perkins Amendments, which could be used to determine how much change has taken place in response to the amendments. Section III outlines the methods and the general issues that guide the development of questions. Appendixes include 14 references and 4 sets of potential questions--both closed-ended and open-ended--designed to be administered by conventional survey methods to the state agency responsible for secondary vocational education; to the state agency responsible for community colleges, technical institutes, and other postsecondary institutions; to local educational agencies; and to local postsecondary institutions. (YLB)

ED 347 341 CE 061 576

Grubb, W. Norton
Assessing the Coordination of Vocational Education with Other Federal Programs. Working Paper.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Jun 92
NOTE- 67p.
LANGUAGE- English

Puerto Rico Nursing Career Cooperative Demonstration Program. Final Performance Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 20 Dec 90
NOTE- 40p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Associate Degrees; Career Ladders; *Cooperative Education; Demonstration Programs; Job Training; *Nursing; Program Implementation; Two Year Colleges
IDENTIFIERS- *Puerto Rico

The Puerto Rico Nursing Career Cooperative Demonstration Project and Associate Nursing Program provided education and onsite occupational training laboratory to upgrade the education of 20 licensed practical nurses (LPNs) from 1989-90. The nurses were upgraded to associate nurses in an 18-month period at the Technological Institute of Puerto Rico. The program upgraded their education, developed professional competencies, acquainted participants with different aspects of associate nursing, and motivated continuing education. Resources and personnel of the institution achieved program objectives. The project consisted of 5 terms equivalent to 72 credits at undergraduate level for an associate nurse degree. (Courses within each of the five terms are listed in this final report along with evaluations and results. In addition, evaluation design, programmatic activities for fiscal year 1989-90, and a timeline for 1990-91 are included.) Two appendices contain a contract in Spanish and a cooperative agreement between the Board for Vocational, Technical, and High Skills Education of the Puerto Rico Department of Education and the Sociedad Espanola de Auxilio Mutuo y Beneficencia--in English. (NLA)

ED 347 358 CE 061 600

Alfano, Kathleen
Non-College Bound Student Demonstration Project in Electronics and Laser-ElectroOptics--in Cooperation with Area High Schools, the Private Industry Council, and the Business Labor Council. Final Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 90
NOTE- 113p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Education; Community Colleges; *Cooperative Education; *Cooperative Programs; Corporate Support; *Curriculum Development; Curriculum Guides; Demonstration Programs; Disadvantaged Youth; *Electronics; Females; High Schools; Job Skills; *Lasers; Material Development; Minority Groups; *Noncollege Bound Students; Optics; Program Development; Program Implementation; School Business Relationship; Technical Occupations; Tests; Two Year Colleges

A model program was developed to increase the number of noncollege-bound students who were capable of succeeding in electronics and laser/electro-optics technology (LET) vocational training. The target population was noncollege-bound disadvantaged students, at least 60 percent minorities and

Model for Rural Based Business and Industry, Technical Colleges, and Local and State Educational Agencies.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Accounting; *Banking; Business Education; Credit (Finance); Data Processing; Information Services; *Learning Modules; Money Management; *Office Machines; Technological Advancement; Two Year Colleges
IDENTIFIERS- *Bank Tellers

This teller training module on offline banking systems is intended to be part of a postsecondary financial applications course. The module contains the following sections: module objective; specific objective; content--electronic audit machine key functions, practice packet--sample bank transactions and practicing procedures, and evaluation--proper completion of packet and examination packet; methodology; activities; a list of resources; and evaluation. The following attachments are included with this module: offline banking systems activities; practice packets A-D; two exams; an examination answer sheet; and an instructional manual for Sharp Electronic Teller Machines--start of day procedures, sample transactions, error corrections, and end-of-the-day balancing. (NLA)

ED 347 379 CE 061 636

Ondrus, Ken
Brochure Product (Desktop Publishing). High-Technology Training Module.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 15 Oct 89
NOTE- 29p.; Developed as part of the High-Technology Training Model for Rural Based Business and Industry, Technical Colleges, and Local and State Educational Agencies.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Classroom Techniques; Computer Assisted Design; Computer Graphics; *Computer Software; Course Content; *Desktop Publishing; Grade 12; High Schools; Learning Activities; Learning Modules; *Lesson Plans; Microcomputers; *Pamphlets; Printing; *Teaching Methods; Technical Education
IDENTIFIERS- *Aldus Pagemaker; Apple Macintosh; Technology Education

This learning module for a 12th-grade course in communications technology is designed to help teachers lead students through typesetting and laying out a brochure using Pagemaker and other computer programs on a Macintosh computer. The module contains eight competencies, a description of its content, suggested instructor methodology, worksheets for brochure production, a list of resources, pre/post tests, evaluation checklists for students and instructor, and sample brochures. (KC)

ED 347 380 CE 061 637

North, David
Problem Solving in Architectural CAD. Design a Floor Plan Using Macintosh and MacDraft. High-Technology Training Module.
SPONS. AGENCY- Office of Vocational and Adult Education (ED),

Retirement Satisfaction among Day and Shift Workers.
PUB DATE- Nov 91
NOTE- 21p.; Paper presented at the Annual Meeting of the Gerontological Society of America (44th, San Francisco, CA, November 22-26, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Health; Industrial Personnel; *Life Satisfaction; Older Adults; *Quality of Life; *Retirement; Retirement Benefits
IDENTIFIERS- *Shift Work

Interviews were conducted with 30 shift workers and 30 day workers in the paper industry to discover differences in their experience of retirement. Each group of 30 workers was further divided (10 workers in each group) into those who had been retired for less than 1 year, those who had been retired for 2-4 years, and those who had been retired for 8-12 years. Life satisfaction was measured using an 18-point scale developed by Lohmann (1980). In addition to day versus shift work, a number of other variables were measured for their possible relation to satisfaction: time since retirement, age, income, and activities along with subjective health and functional health ratings. Shift workers were also questioned as to how they felt now that they were retired, with possible responses of better, worse, or no change. The results indicated that there were no significant differences between day and shift workers in satisfaction with retirement (most were satisfied to very satisfied). However, three variables--physical health, functional health, and activities--significantly affected satisfaction with retirement at the .0001 level. Future research was suggested to determine if shift and day workers differ in satisfaction with retirement, or whether retirement affects these workers in a similar way. (13 references) (KC)

ED 347 399 CE 061 683

Salzano, Julienne
Training: A Solution to the Specific Problems of Introducing Computers to the Workplace.
PUB DATE- 89
NOTE- 12p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Automation; *Computer Science; Computer Software; *Employee Attitudes; *Employer Employee Relationship; Guidelines; *On the Job Training; Outcomes of Education; Police; Postsecondary Education; Program Effectiveness; *Program Implementation
IDENTIFIERS- *New York City Police Department

An analysis of the introduction of computers into the New York City Police Department through intensive, structured interviews with personnel in 15 administrative offices and advice from computer experts led to the formulation of seven principles bearing on the success of computerization. The seven principles are as follows: (1) detailed planning is required before computers are introduced; (2) leadership must be supportive and must participate in training; (3) enthusiasm among workers ensures their participation; (4) a sense of ownership of equipment promotes a sense of responsibility and leads to increased use--workers should not share computers; (5) incentives, such as better hours and financial rewards, encourage worker participation; (6) training should be flexible

Common Irrationality or Specific Irrational Beliefs?
PUB DATE- 18 Aug 91
NOTE- 39p.; Paper presented to the Annual Meeting of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Client Characteristics (Human Services); *Etiology; High Schools; High School Students; *Self Esteem; *Student Attitudes

Two studies have reported that low self-esteem is related to the holding of four specific irrational beliefs; further studies have suggested that these and other irrational beliefs are associated with different client problems. This study attempted to replicate the self-esteem findings with a younger population and improved controls and to explore whether other client problems derive from similar or different irrational beliefs. High school students (N=90) completed self-report measures of irrational beliefs, self-esteem, depression, facilitative anxiety, debilitative anxiety, neuroticism and extraversion. Teacher ratings of self-esteem behaviors and cumulative grade-point-averages were also obtained. Regression analyses indicated that: (1) demand for approval and anxious overconcern were again found to predict low self-esteem; (2) theoretically-appropriate divergent relationships occurred on the control measures; and (3) low self-esteem and other client problems are characterized by both common and unique sources of irrationality. Overall, these findings seem to indicate that certain irrational beliefs are discriminantly predictive of a variety of clinical problems, including low self-esteem, depression, anxiety and neuroticism. A practical application of these findings would be to tailor a structured cognitive therapy intervention program to target the specific irrationalities associated with the client problem. (Author/ABL)

ED 347 418   CG 024 346

Lucero, John A.
School Mental Health Consultation Program.
PUB DATE- 90
NOTE- 29p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Consultants; *Consultation Programs; *Counseling Services; Elementary School Students; Elementary Secondary Education; Models; *School Counseling; *School Counselors; Secondary School Students

The goals of the School Mental Health Consultation Program, a cooperative effort of the Children and Youth Service at High Plains Mental Health Center and the Unified School District 489 in Hays, Kansas, are to evaluate students' behavioral problems, to assess how students' difficulties affect teachers, and to help the consultee assess the interface between the school and the High Plains Mental Health Center. The consultant helps the consultee to identify issues or problems, and to develop problem-solving skills. Effective communication skills should be a top criterion when providing consultation services. The most important trait in a consultant is the ability to establish confidence and trust with other people. A consultant who possesses such skills will be able to offset some of the agenda to follow is given. Activities are described for each session; the objective, time frame, materials needed, and procedure for each activity are explained. (NB)

ED 347 43 CG 024 365

Kelley, Michael R.; Pappas, Linda
Transition to Required Learning Assistance: A Four Year Program Evaluation.
PUB DATE- 92
NOTE- 24p.; Paper presented at the Annual Meeting of the American College Personnel Association (San Francisco, CA, March 21-25, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *College Freshmen; College Students; Higher Education; *High Risk Students; *Program Effectiveness; Program Evaluation; *Success
IDENTIFIERS- *Freshman Success Courses

At Creighton Univesity, a Jesuit university in Nebraska, freshmen defined as at risk academically were required to participate in a student success program, the Master Student Course (MAST). The MAST program was designed to help these at-risk students develop college-level study and thinking skills and to provide an opportunity for examination of motivation and goals. The focus of the program was on time management, effective reading, effective note taking, library orientation and use skills, test preparation, and test taking strategies. In the 4 years since the program began, data have been collected on: (1) 89 students randomly selected from the 1989 and 1990 freshman classes; (2) the MAST-Pass group of 82 at-risk students from 1989 and 1990 freshman classes who passed the MAST course; (3) the MAST-Fail group of 28 at-risk students who failed or withdrew from the MAST program; and (4) 66 at-risk students who were eligible for MAST but who did not participate. Groups who took the MAST course were compared with those who did not on dimensions of previous academic performance, ability level, subsequent retention level, and subsequent academic performance. The findings revealed that MAST-Pass students had statistically significantly better academic performance during the semester the course was offered, compared to their previous semester, and compared to other groups who did not take or successfully complete the course. (NB)

ED 347 438 CG 024 366

Lane, Carola; And Others
Making Decisions. A Teacher's Guide and A Student Notebook. Revised.
PUB DATE- 87
NOTE- 86p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Decision Making; Elementary Secondary Education; Foreign Countries; *Skill Development; Student Development
IDENTIFIERS- Canada

The teacher's guide presents a set of eight lessons designed to help students develop the skills necessary for making

NOTE- 50p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Family Violence; *Females; Foreign Countries; High Schools; *High School Students; Prevention; Teachers; Victims of Crime; *Violence
IDENTIFIERS- Canada; Manitoba

This package of learning materials is intended to assist educators to understand the dynamics of violence against women; to encourage high school students to learn more about the issue of family violence against women; and to assist students to make constructive changes in dealing with their feelings and attitudes concerning violence against women. Ten student worksheets are included as activity resources to help students participate in defining the complex and widespread social problem of violence in relationships. Organized into three sections, the learning activities focus on developing an understanding of the problem of violence against women. The three sections concern: (1) the nature and extent of the problem of violence against women, including case studies and referral to an audiovisual presentation and discussion; (2) violence against women as a reflection of society, including discussion of the social causes, small group activities and a violence against women quiz; and (3) coping with the problem of violence against women. A bibliography and a list of myths about violence against women are included. (ABL)

ED 347 458 CG 024 388

Soukup, Dorothy
Application of Cooperative Learning Strategies in Counselor Education.
PUB DATE- Jul 92
NOTE- 12p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- College Students; *Cooperative Learning; *Counselor Educators; *Counselor Training; Higher Education; Learning Strategies

The traditional system of direct instruction focuses on students' acquiring a body of knowledge and developing related skills. It has been recognized for some time now that direct instruction needs to be combined with more humanistic methods of education, which invite students to be more actively involved in the learning process and are focused on affective outcomes of student learning. These outcomes include learning how to learn, enhancing the desire and motivation to learn, and developing the total human potential. Such a system, in which students are meaningfully involved in formulating, hypothesizing, and synthesizing the information as it is taught is most helpful. Cooperative learning theory and strategies can help to provide a framework which can be used to help counselor educators improve the quality of the learning by altering the methods of instruction and the structure of the classroom environment. The amount of professor preparation and classroom involvement remains high within this framework. In summary, cooperative learning groups can improve the quality of learning which occurs within counselor education programs, and can more

DESCRIPTORS- *Career Counseling; *Career Information Systems; *Computer Oriented Programs; Counseling Services
IDENTIFIERS- *Computer Assisted Career Guidance; ERIC Digests

Computer-based career planning systems have been a reality for 25 years. Over this time span, the technology has changed dramatically--from very expensive, slow, low-storage mainframe computers to low-cost, fast, high-storage microcomputers. Similarly, the presentation made possible by the technology has changed from screens without color packed with text to screens with color, high-resolution graphics, and less text. However, the basic content of comprehensive computer-based career planning systems has changed far less. The first component is a hidden skeleton or outline which expresses the developer's concept of what individuals need in order to accomplish developmental tasks or make informed career decisions. The second component is assessment tools. Assessment data may be acquired by taking inventories on-line or entering results from print form inventories. The third component is databases. These are files of frequently-updated and accurate information about such things as occupations, schools, financial aid, etc. The fourth component is search strategies to help users quickly identify options as well as get detailed information about them. By modifying any or all of these components, substantially different systems can be assembled for a broad variety of populations and settings.(ABL)

ED 347 479 CG 024 463

Peterson, Marla; Poppen, William
Challenges to and Censorship of School Guidance Materials. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Freedom; *Censorship; Elementary Secondary Education; School Counseling; *School Counselors; *School Guidance
IDENTIFIERS- ERIC Digests; *Guidance Materials

Rights of the many must be protected and rights of the minority must be accommodated. To achieve this end, school counselors must know why challenges to school guidance materials are occurring and the pivotal issues which accompany these challenges. Counselors must assure that developmental guidance programs are based on sound educational practices and that responsible actions are taken if a challenge occurs. The pivotal issues surrounding challenges to school guidance materials and programs can be reduced to two important questions: (1) Who determines what school guidance materials are used in public school? and (2) Is the role of schools seen primarily as a place where diverse ideas should be presented and explored or is the role of schools to be primarily that of transmitting community values? (ABL)

ED 347 480 CG 024 464

Casey, John A.
Counseling Using Technology with At-Risk Youth. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

Through the Eyes of Literature" (Elizabeth Tihey Harbist and Edith P. Jones). The five middle school papers, briefly introduced by Patricia Thomas, are: "Being Black In America" (Sahara Bey); "Untitled" (Edward Caldwell); "When I Grow Up" (Brandy Fleming); "My Scariest Experience" (Maurice Harvey); and "Untitled" (Erica Hatcher). (RS)

ED 347 504 CS 010 977

Woodard, Diana, Comp.; Wall, Shirley, Comp.
A Handbook for Reading Consultants.
PUB DATE- 92
NOTE- 56p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Elementary Education; *Reading Comprehension; *Reading Consultants; *Reading Instruction; *Reading Readiness; *Vocabulary Development; *Word Recognition
IDENTIFIERS- Northeast Louisiana University

This handbook, prepared by teachers enrolled in the 1992 summer session of Reading 508 at Northeast Louisiana State University (Monroe, Louisiana) under the guidance of Dr. Harry Miller, discusses (in separate sections) reading readiness, word recognition, vocabulary development, and reading comprehension. Each section of the book also presents activities designed to help students acquire each skill. One-page biographies of eight outstanding reading specialists are included in the handbook. Lists of references and materials, a multicultural book list, 101 ways to praise a child, and a reading teacher evaluation form are attached. (RS)

ED 347 505 CS 010 978

From Tales of the Tongue to Tales of the Pen: An Organic Approach to Children's Literature. Resource Guide. NEH 1989 Summer Institute.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 89
NOTE- 233p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Childrens Literature; Elementary Education; *Fairy Tales; *Folk Culture; Institutes (Training Programs); Lesson Plans; *Literature Appreciation; Multicultural Education; *Mythology; Summer Programs; Teaching Methods
IDENTIFIERS- Folktales; Odyssey; Southwest Texas State University

Developed from the activities of a summer institute in Texas that focused on "The Odyssey," folk and fairy tale, and folk rhyme, this resource guide presents 50 lesson plans offering a variety of approaches to teaching mythology and folklore to elementary school students. The lesson plans presented in the resource guide share a common foundation in archetypes and universal themes that makes them adaptable to and useful in virtually any elementary school setting. The 13 lesson plans in the first chapter deal with on "The Odyssey." The 25 lesson plans in the second chapter deal with folk and fairy tale (stories are of European, American Indian, African, Mexican American, and Japanese derivation; two units are specifically female-oriented). The 12 lesson plans in the third chapter encompass writing on the computer did produce immediate and direct effects on writing quality. Findings revealed no significant differences in opinions about pre-writing, writing, or revision strategies. Students in the experimental group, however, were more positive about the improvement and effectiveness of their writing. The experimental group revealed greater improvement in the revision process at the macrostructural level, particularly in the categories of substitution, addition, and permutation. Data suggest that use of the computer is a vast improvement in the process-oriented approach to writing. (Three appendixes of data and 26 references are attached.) (KEH)

ED 347 526 CS 212 845

Smith, Michael W.
Autobiography and Intertextuality.
PUB DATE- Mar 91
NOTE- 15p.; Paper presented at the Annual Spring Conference of the National Council of Teachers of English (Indianapolis, IN, March 14-16, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Autobiographies; *Freshman Composition; Higher Education; *Literature Appreciation; Personal Narratives; *Reader Text Relationship; *Student Writing Models; Writing Research; *Writing Strategies
IDENTIFIERS- *Intertextuality

To understand literature, it is necessary for a reader to make connections between the text of the literary work and the text of the reader's life. Student autobiographical writing before reading can be used to enhance students' ability to make such connections. Autobiographical writing helps students apply relevant life experience that might not be readily evoked by a literary text. Even the most successful student readers might not otherwise apply their lives to the literature they read. They may remain submissive to literary texts, thinking it is the text's job to make any connections that need to be made. Asking students to write about their lives vests them with an authority they might otherwise not feel and demonstrates to them a teacher's belief in the importance of students' connecting their lives to the literature they read. Student writing models indicate that autobiographical writing before reading appears to have positive effects on both students' understanding of and attitude toward literature. Furthermore, a study has shown that students who engaged in autobiographical writing before reading tended to like stories better than those who did no writing, and students who did not engage in autobiographical writing liked stories less after discussion. By allowing students to reflect on their lives, teachers can help them have more meaningful transactions with literature. (Eight writing prompts are attached. (SG)

ED 347 527 CS 213 367

Dressel, Janice Hartwick
The Formal Oral Group Exam: Challenges and Possibilities--The Oral Exam and Critical Thinking.
PUB DATE- 23 Nov 91
NOTE- 11p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (81st, Seattle, WA, November 22-27, 1991).

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *American Indians; Classroom Research; Comparative Analysis; *Cultural Differences; *Cultural Influences; High Schools; Longitudinal Studies; Teacher Response; *Writing Instruction; Writing Research; *Writing Strategies
IDENTIFIERS- *Writing Contexts

The purpose of this 3-year data gathering and analysis project is to specify ways in which strategic instruction is conducted in classrooms, including how teachers adapt instruction to their curriculum and how students adapt instruction to fit their purposes for and methods of writing. The purposes of the writing instruction on which the study is based are to change students' representation of their writing tasks and to provide guided practice in planning and revising after feedback. Research sites are Roundtown High School (a predominantly white, middle class school located in a university town) and the Riversend School on the Sun reservation. By comparing the two groups and their decision-making in writing and revising, the study hopes to discover how culture influences strategic learning, and whether the models for collaborative planning and revising after feedback, upon which the writing instruction is based, are applicable to diverse populations. Data are gathered using cognitive process tracing (which includes stimulated recall and concurrent verbal protocol) and ethnographic techniques (audio/videotaping of classes, focused observations, and interviews). Preliminary findings highlight the cultural chasm that divides the students in Roundtown High School and those on the reservation. Four questions have surfaced that reveal some of the characteristics of the context of learning; these have to do with concepts of authority; a research effect (Native American subjects' reactions to the presence of tape recorders and camcorders in the classroom); pedagogical issues; and motivation. (Forty-four references are attached.) (RS)

ED 347 546 CS 213 440

Shen, Di
Why We Choose To Write the Way We Do in China.
PUB DATE- Nov 91
NOTE- 23p.; Paper presented at the Annual Meeting of the National Reading Conference (41st, Palm Springs, CA, December 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chinese; Cultural Context; Ethnocentrism; Foreign Countries; *Linguistics; *Phoneme Grapheme Correspondence; *Reading Comprehension; Romanization; *Written Language
IDENTIFIERS- China; Historical Background; *Ideographs; Speaking Writing Relationship; Writing Contexts

The traditional theory of Chinese writing is that it is divorced from the language because as a non-alphabetic system, it cannot represent real speech. Chinese writing, however, is a functional linguistic system in its own right. Writing does not need to be totally dependent on speech, but can be related either to the phonological or the semantic aspect of the language. What counts is whether a writing system is compatible with the language, with its particular linguistic features, and whether it will meet the needs of the language's development. Examining the origins of written Chinese, formation of the

IDENTIFIERS- *Thomas (Lewis)

As Lewis Thomas has maintained, much of today's public anxiety about science is the apprehension that the whole is being overlooked by an endless, obsessive preoccupation with the parts, and this is a suitable analogy for composition teaching. Students and teachers alike tend to fret endlessly over minute details of writing, like grammar, spelling, topic sentences, and conclusions. Writing essays recruits both hemispheres of the brain equally, and engagement in writing must come from heartfelt interaction with the world. Not even punctuation should be rulebound. Writing teachers can utilize the writings of Thomas to set off combinatorial fireworks in their students. Thomas reveals that the exploring self cannot be segregated from its social milieu, making some degree of personal writing not only inevitable but valuable. Thomas's essays demonstrate how the writer can become engaged holistically with a subject before indulging in objectified scientific observation. Students should be introduced to Thomas by reading select essays and then voicing their initial critical responses. Sample student responses show that Thomas's sudden and often inexplicable transitions bring about consternation and surprise. However, a difficult transition can be turned around as a question to the wondering student about the purpose of such a mysterious transition. Exercises like this will allow students to become receptive to truly creative thinkers and to recognize that hard forms are not always the best way to write an essay. (HB)

ED 347 565 CS 213 471

Core Course Proficiencies: English (Language Arts).
PUB DATE- Jul 91
NOTE- 34p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Core Curriculum; *English Curriculum; Graduation Requirements; High Schools; *Language Arts; State Standards; Thinking Skills
IDENTIFIERS- *New Jersey

The result of a move in the State of New Jersey to establish a common core of knowledge and skills in specified high school courses, this paper presents the core course proficiencies for English courses students take to meet high school graduation requirements in English (Language Arts). The paper first briefly discusses the background, purpose, and process of New Jersey's core proficiencies. It then presents the English (Language Arts) core course proficiencies, first listing all 11 (with their subsets), followed by an individual presentation of each one, with a brief explanation and a discussion of suggested applications and thinking skills. (SR)

ED 347 566 CS 213 473

Iskander, Sylvia Patterson, Ed.
The Image of the Child: Proceedings of the 1991 International Conference of the Children's Literature Association (18th, Hattiesburg, Mississippi, May 30-June 2, 1991).
PUB DATE- 91
NOTE- 346p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)

expenditure away from the university sector may provide the first major crisis for communication studies in Australia. (RS)

ED 347 581 CS 507 821

Borisoff, Deborah; Hahn, Dan F.
Dimensions of Intimacy: The Interrelationships between Gender and Listening.
PUB DATE- Mar 92
NOTE- 22p.; Paper presented at the Annual Meeting of the International Listening Association (13th, Seattle, WA, March 4-8, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Communication Research; Cultural Context; *Interpersonal Communication; *Intimacy; *Listening; *Listening Habits; Literature Reviews; *Sex Differences
IDENTIFIERS- *Communication Behavior; *Communication Strategies

Although psychologists, sociologists, family scientists and communication experts are making important contributions to the study of personal relationships, discussion of the gender differences that often create barriers to intimacy, and how these differences are reflected in the communication process, is notably absent from much of this work. While these differences are alluded to repeatedly, nowhere is the connection directly made between intimacy and the listening behavior of women and men. Integrating the salient aspects of listening (knowledge through self-disclosure, interdependence, trust, reciprocated commitment, and communication) with factors that affect the quality of intimate relationships between men and women can help to fill this absence. Such factors include: gender identity in listening and speaking roles, and expression and interpretation of listening in intimate relationships. Hopefully, such understanding will contribute to the knowledge of the concept of intimacy in the culture and will facilitate razing the barriers to intimate relationships that are a product of cultural expectations. Three listening strategies which are connected to the concept of intimacy are (1) self-concept and listening to others; (2) learning the listening strategies of the other; and (3) serving as listening role models. (Fifty references are attached.) (Author/PRA)

ED 347 582 CS 507 832

Shedletsky, Leonard J.
Computer-Mediated Communication To Facilitate Seminar Participation and Active Thinking.
PUB DATE- 15 Jan 92
NOTE- 35p.; Paper presented at the Annual Meeting of the Western States Communication Association (63rd, Boise, ID, February 21-25, 1992). Best available copy.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Course Organization; *Electronic Mail; Higher Education; *Instructional Effectiveness; Questionnaires; Seminars; Speech Communication; *Student Attitudes; *Student Participation
IDENTIFIERS- *Computer Communication; Computer Users; Student

theater, a list of questions about the reality of the play, symbol systems of perceived reality, cue categories used to judge reality, and four tables of data are included; 17 references are attached.) (RS)

ED 347 601 CS 507 879

Dewis, Rob
Student-Made PSAs (Public Service Announcements): Teaching the Motivated Sequence Design and Other Public Speaking Concepts with a Camcorder.
PUB DATE- Feb 92
NOTE- 13p.; Paper presented at the Annual Meeting of the Western States Communication Association (63rd, Boise, ID, February 21-25, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Communication Skills; Higher Education; *Public Speaking; Teaching Methods; Undergraduate Students; *Videotape Recorders
IDENTIFIERS- *Public Service Advertising; Speech Communication Education

An instructor in speech communication uses camcorders and videotape as a logical extension and complement to the public speaking curriculum. The instructor uses the camcorder as a concrete tool that parallels the more conceptual tool of public speaking. The first round of speeches made by the students is videotaped and only briefly evaluated orally by the other students. At the very next class meeting, the tape is played back and the students and the speaker discuss and comment on the presentation. One assignment, usually the last, requires the student to create and present, directly into a camcorder, a public service announcement (PSA). Students apply the steps of the Motivated Sequence Design to the PSA. One other requirement for the PSA is the use of a visual aid. Ideally, PSAs should be shown to the entire class. Students grow up surrounded by broadcast media and should be given the opportunity to increase their empowering communication knowledge and skills in this area. (The scripts of a PSA written by the instructor and two written by students are attached.) (RS)

ED 347 602 CS 507 880

Droge, David
The Five Dogs of Politically Correct Speech on Campus.
PUB DATE- Feb 92
NOTE- 12p.; Paper presented at the Annual Meeting of the Kenneth Burke Society, Western States Communication Association (63rd, Boise, ID, February 21-25, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Freedom; *Censorship; College Environment; Educational Philosophy; *Freedom of Speech; Higher Education; *Politics of Education; *Rhetorical Theory
IDENTIFIERS- *Burke (Kenneth); Dramatistic Criticism; Literary Canon; *Politically Correct Communication; Rhetorical Strategies

"Politically correct" has become an all-purpose pejorative epithet conflating and condemning a number of initiatives, such as affirmative action in hiring and admissions, multicultural

District Early Retirement Incentives.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 107p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Research/Technical (143)
DESCRIPTORS- Aging in Academia; *Early Retirement; *Educational Administration; Elementary Secondary Education; *Incentives; Personnel Policy; Public Schools; *Retirement Benefits; School Districts; State Legislation; Tables (Data); *Teacher Retirement
IDENTIFIERS- *State Pension Plans; *Teacher Pension Plans

Nearly a million teachers will reach retirement age in the next 9 to 11 years. This report presents a complete state-by-state overview of the retirement programs available to America's teachers. Chapter 1 presents the issues of teacher aging, retirement, and early retirement and asks how school districts might effectively manage the retirement and replacement of teachers. Chapter 2 surveys retirement plans in the 50 states and provides information on how to calculate a teacher's pension, with relevant data by state. Chapter 3 looks at local and state programs to entice teachers to retire early. Empirical methods are used to assess the effectiveness of various plans. Case studies of early retirement incentive plans in six districts show how these plans work. Based on conclusions drawn from these data, school officials are advised on how to create, implement, and evaluate an early retirement program. Chapter 4 calls for a national task force on teacher retirement and argues that the future of the teacher retirement system depends on resolving six related issues: (1) threatened financial viability; (2) lack of consistency between local and state policies; (3) lack of portability of plans; (4) lack of system flexibility in investment and withdrawal of funds for teachers; (5) lack of control by teachers as individuals and as a group; and (6) lack of equity among teachers in various districts. (21 tables, 48 references) (MLF)

ED 347 621 EA 023 863

At-Risk Youth in Crisis: A Handbook for Collaboration between Schools and Social Services. Volume 5: Attendance Services.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 92
NOTE- 71p.; For previous volumes, see ED 330 025-026 and ED 332 307-308.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Agency Cooperation; *Attendance; *Cooperative Planning; Crisis Intervention; Early Intervention; Elementary Secondary Education; *High Risk Students; Prevention; School Community Relationship; *Truancy
IDENTIFIERS- *Linn Benton Education Service District OR

Guidelines for responding to immediate crisis situations in attendance and strategies for longterm prevention are presented in this handbook, which stresses the need for interagency

Rettig, Michael D.
Policy Adaptation and Change: The Case of the State Takeover of the Jersey City Public Schools.
PUB DATE- Apr 92
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Policy; Elementary Secondary Education; *Politics of Education; *State Action; State Legislation; *State School District Relationship; *State Standards
IDENTIFIERS- *Jersey City Public Schools NJ

Findings of a study that examined the first 2.5 years of radical state intervention in the operation of the Jersey City Public Schools are presented in this paper. Control of the district was assumed by the state department of education in October 1989. The first section describes the historical background of takeover action in New Jersey and its legislated mandates. Methodology was based on field observation, document analysis, and a total of 24 interviews conducted with state takeover team members, new central office administrators, principals, and teachers. Eight followup interviews were conducted. Six of the implementation themes--time, the politics of waiting, expectations, insider-outsider conflict, communication, and scope--are used to explore the nature of state takeover as a means of creating a district culture with the capacity for self-improvement. Early evidence suggests that the district's ability to sustain positive and systemic educational change has not improved. The following issues must be addressed: insider-outsider conflict, timing, overly high expectations, communication, and goals and evaluation. Specific recommendations for a state intervention strategy are offered. One figure is included. (46 references) (LMI)

ED 347 642 EA 024 083

Gordon, Liz
The New Zealand State and Educational Reforms: 'Competing' Interests.
PUB DATE- 92
NOTE- 17p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Decentralization; Educational Change; Educational Economics; *Educational Policy; Elementary Secondary Education; Foreign Countries; *Free Enterprise System; *Politics of Education; School Choice; *School Restructuring
IDENTIFIERS- *New Zealand

Ways in which the shape of New Zealand's educational system crucially affected the implementation process of market oriented educational reforms are examined in this paper. The first part discusses educational reform in New Zealand as political management. The Labour government's program from 1987 to 1990 was designed to reduce the size and scope of the state through privatization. Although the educational restructuring established structures to implement neoliberal reforms, the ideologies of the market were largely absent. The second part examines international influences behind the move to market

IDENTIFIERS- *Buffalo Public Schools NY; *Jericho Union Free District NY

Findings of a study that examined the effect of school board administrative change strategies on the degree of community opposition to school closing decisions are presented in this paper. The study is based on Kotter and Schlesinger's (1974) conceptual model that identifies six effective change strategies: education and communication, participation and involvement, facilitation and support, negotiation and agreement, manipulation and cooperation, and implicit and explicit coercion. The case study of two New York school districts--Buffalo and Jericho--involved document analysis and community surveys. Findings indicate that the districts maintained or heightened community support through utilizing the four strategies of openness (the first four of the six aforementioned change strategies). The two controlling strategies (the final two of the six change strategies) were least effective for managing change. A conclusion is that the strategy of openness, combined with a focus on the improvement of educational quality, was most effective in reducing conflict and increasing support. (LMI)

ED 347 662 EA 024 107

Hanson, Marjorie K.
Peer Evaluation among Teachers: Acceptance of Alternative Roles.
PUB DATE- Apr 92
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Collegiality; Elementary Secondary Education; Observation; *Peer Evaluation; Program Implementation; Satisfaction; *Teacher Attitudes; *Teacher Effectiveness; *Teacher Evaluation; *Teacher Role; Teacher Supervision
IDENTIFIERS- *Dade County Public Schools FL

A teacher peer evaluation program that was implemented in Dade County, Florida, schools is described in this paper, with attention given to the extent of staff acceptance. Implemented under the school system's school-based management pilot program in 1987, the program trained experienced teachers to observe their peers' teaching behaviors using the district's official evaluation instrument. To measure the extent of teacher acceptance, this study examined three factors: staff attitudes toward the program; teacher rapport; and student achievement. Data were derived from analysis of records of participation and interviews with lead teachers and principals. Outcomes included a general improvement in staff attitudes and rapport; however, impact of student achievement was mixed. Teachers continue to conduct formal observations in schools that implemented the program 5 years ago, but the program has foundered in two schools with collegial coaching. Two figures are included. (5 references) (LMI)

ED 347 663 EA 024 108

Westbrook, Kathleen C.; Seay, Billy M.
Obscuring Problem Definition: Changing Metaphors, Choice and Educational Policy.
PUB DATE- Apr 92
NOTE- 31p.; Paper presented at the Annual Meeting of the American

coalitions, and providing opportunities for professional growth. A superintendent preparation program at the University of Pittsburgh is described. (27 references) (LMI)

ED 347 683 EA 024 133

Hallinger, Philip; Hausman, Charles
The Changing Role of the Principal in Schools of Choice: A Longitudinal Case Study.
PUB DATE- Apr 92
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Role; Elementary Education; Instructional Leadership; Leadership; Organizational Climate; Organizational Effectiveness; *Principals; *School Based Management; *School Choice; *School Restructuring

Findings of a study that explored the implications of school restructuring on the changing role of the principal are presented in this paper. Methodology involved a 4-year case study of an elementary school's restructuring effort in a moderately sized suburban school district. The school, located in a district that possessed adequate resources, was involved in a reform program that included parental choice and implementation of a theme of school-community partnerships. Data were derived from document analysis and interviews with the principal, superintendent, four central office administrators, the school's theme facilitator, and the school's leadership council chair. Findings support the assertion that district-led restructuring reshapes the context for school leadership with an observable impact on the role expectations for principals. School-based leaders must develop their public relations and collaborative skills to carry out their new environmental and instructional leadership roles. (13 references) (LMI)

ED 347 684 EA 024 134

Marshall, Hermine H.
Reconceptualizing Learning for Restructured Schools.
PUB DATE- Apr 92
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Behaviorism; *Cognitive Processes; *Educational Theories; Elementary Secondary Education; Interaction; *Learning Processes; *Learning Theories; Problem Solving; School Restructuring; *Thinking Skills
IDENTIFIERS- *Constructivist Learning

Alternative conceptions of classroom learning are explored in this paper, with a focus on challenging current assumptions about learning, teaching, and creating conditions to improve schools. The constructivist view is offered as a different approach to the behaviorist concept of learning and the metaphor of the classroom as a workplace. From a constructivist perspective, learning is viewed as the active construction of

A 3-years-and-11-months-old Japanese girl showed delayed language development and emotional disturbance and was believed to suffer from maternal deprivation. A treatment program was developed consisting of three kinds of therapy: (1) nondirective play therapy; (2) language training; and (3) counseling for the mother. The language training involved exposing the child to pictures, spoken language, and sign language for 30 words and asking the child to mimic the spoken and sign language. After learning 30 words in language therapy, her vocabulary at home reached 376 words and her listening attitude towards spoken language and other behavior were ameliorated. The child also learned to respond to the speech of the therapist, and she advanced in social maturity. The girl's mother became able to verbally stimulate her and treat her more adequately but still failed to communicate with the child in a satisfactory manner. The effectiveness of the therapy was attributed to the shapes and movements of the fingers in sign language, which represented words that could be easily caught visually by the child, thereby promoting the ability to respond to the sound of speech. (JDD)

ED 347 704 EC 221 065

Nagasaki, Tsutomu; And Others
Cognitive-Pragmatic Approach III: A Group Therapy for Down's Syndrome Children.
PUB DATE- Feb 89
NOTE- 10p.; Article includes an English abstract. RIEEC Report is published by the Research Institute for the Education of Exceptional Children.
LANGUAGE- Japanese
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Childrens Games; *Cognitive Development; *Downs Syndrome; Foreign Countries; Group Therapy; *Interpersonal Communication; *Intervention; *Language Acquisition; *Pragmatics; Preschool Education
IDENTIFIERS- Japan

The study discusses an intervention program for three young Down's syndrome children who had shown communication problems with other children. A game situation was developed in which the Japanese children interacted among themselves and with adults. Rules were designed to provide a structured context for the game, and the rules were kept within the children's cognitive level. Through participation in the game, improvement was observed in the children's cognitive level, which brought about a higher pragmatic level in the children's expressions. (JDD)

ED 347 705 EC 221 066

Shimada, Shoko
Development of Substitution in the Pretend Play with Down's Syndrome Young Children.
PUB DATE- Feb 89
NOTE- 11p.; Article includes an English abstract. RIEEC Report is published by the Research Institute for the Education of Exceptional Children.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Behavior Development; Child Development; Comparative Analysis; *Developmental Stages; *Downs Syndrome; Foreign Countries; Imitation; *Language Acquisition; Preschool

Australian town; and (5) presents her current level of psychological, academic, and social performance as well as her current employment position since completing high school. The subject currently leads a relatively normal life for which, it is suggested, the highly supportive family and regular primary school program may have been primarily responsible. (23 references) (DB)

ED 347 724 EC 301 335

Arcia, Emily; And Others
But What about the Other 93 Percent? Policy Alert.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- May 92
NOTE- 4p.; For related documents, see ED 345 440 and ED 346 657.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *At Risk Persons; Delivery Systems; Disabilities; *Early Intervention; Ethnic Groups; Family Programs; Family Size; Infants; Minority Groups; Mothers; National Surveys; *Policy Formation; Preschool Education; *Special Needs Students; *State Standards; Toddlers
IDENTIFIERS- Empowerment; *Service Utilization

This policy "alert" summarizes two studies addressing implementation of early intervention for families with infants and toddlers with special needs. The first study examined the distribution of sociodemographic factors associated with underutilization of health and social services. These include poverty, maternal employment, ethnic minority status, large family size, low maternal education, and teen motherhood. They found that 10 percent of young children and 20 percent of minority children have at least 3 of the key factors associated with service underutilization and only 7 percent have none of these factors. The second study examined 13 "Year 4" applications for Part H funds for general and specific policies aimed at reaching populations typically underserved. Specifically, it looked for: (1) policies to impact on families' perceptions of problems and needs; (2) policies to enhance enabling factors; (3) policies to empower families; and (4) policies to monitor and support services to minorities. Results indicated that, although all applications reflected the spirit of the law, very few of the applications specified how general principles would be put into operation. (Two references) (DB)

ED 347 725 EC 301 336

Rooney, Robin; And Others
State Agency - Higher Education Cooperation for Part H Personnel Preparation. Short Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- May 92
NOTE- 4p.; For the full report, see ED 344 399.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agency Cooperation; *Disabilities; *Early Intervention; Educational Legislation; Federal Legislation; Government Role; Higher Education; Infants; *Institutional Cooperation; *Policy Formation; Preschool Education; Special

the development of the curriculum. Section II contains the course syllabus and eleven 3-hour modules. Each module is described in terms of student objectives (either knowledge-based or attitude-based), suggested readings, and suggested student activities. The 11 modules cover: a rationale for an interdisciplinary approach to early intervention, family theories, family adaptation, models for an empowering approach to families, the family as members of the team, identification of family resources and concerns, collaboration in goal setting and intervention, communication strategies, and service coordination. Section III contains course and student evaluation information. Section IV provides a bibliography of approximately 100 references. Appendices contain a list of student competencies for working with families in early intervention, figures and tables for reproducing overheads, and training materials related to the student activities. (JDD)

ED 347 744 EC 301 360

Promoting Special Education Career Awareness. Professional Action Series.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 92
NOTE- 49p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Career Awareness; *Disabilities; Elementary Secondary Education; *Employment Opportunities; Exhibits; Gifted; *Information Dissemination; Personnel Needs; Preschool Education; Program Development; Public Speaking; Special Education; *Special Education Teachers; Speeches; *Teacher Recruitment

This guide assists in planning, designing, and implementing activities that increase people's awareness of careers in special education. It encourages practicing special education professionals to promote special education careers at the local level. The guide provides strategies for organizing recruitment efforts. Tips for getting started include assessing the community, determining one's information needs, and recruiting in one's area of expertise. Presentations are described as an effective technique for informing audiences about career opportunities and motivating them to consider choosing a career working with special education students. Steps in preparing, presenting, and evaluating individual and panel presentations are listed. Steps in planning displays and face-to-face encounters are also discussed, and other activities are noted, such as developing public service announcements. Appendices provide handout samples on the field of special education, a sample presentation, suggestions for presenters, sample overheads, answers to typically asked questions, a presentation evaluation form, a sample display layout, and a resource list of 15 organizations. (JDD)

ED 347 745 EC 301 361

Cook, Lynne
Support Groups for Practicing Special Education Professionals. Professional Action Series.
SPONS. AGENCY- Office of Special Education and Rehabilitative

*Educational Practices; Educational Strategies; Employment
Practices; Foreign Countries; Job Skills; *Job Training;
Manufacturing; Personnel Selection; Postsecondary Education;
Recruitment; Secondary Education; *Skilled Workers; *Vocational
Education

IDENTIFIERS- *France

To keep pace with changing skills, today's industrial workers are in need of three distinct kinds of competencies: vocational, technical, and multifunctional. France has chosen to focus on technical skills and upgrade the level of vocational education. All three skills are necessary to production, and no one is more important than the other. This is also true of the profiles of the workers applying them. Three such profiles can be defined according to the predominant skills used: multifunctional, technical, and vocational. According to current business practices, firms use different types of recruitment to correspond to these three profiles. As demonstrated by developments in the 1980s, the French educational system has a considerable capacity for modernization, but it is also marked by the primacy of general education over technical and occupational training. The French academic system favors the spread of scientific and technical skills and takes an increasing distance from the teaching of vocational skills, which are assuming less and less importance in the curriculum and the exam system alike. The first of two possible scenarios presumes the primacy of the technical profile. Such a trend runs the risk of overcrowding technical training tracks with a certain deskilling of graduates. The second scenario presumes vocational education attuned to the diversity and complementarity of worker skills; a whole range of jobs is viewed as a continuum. (13 references) (YLB)

ED 347 284   CE 061 419

Claudy, John G.; Steel, Lauri

Armed Services Vocational Aptitude Battery (ASVAB): Validation for Civilian Occupations Using National Longitudinal Survey of Youth (NLSY) Data. Final Report for Period August 1988 - March 1990.

SPONS. AGENCY- Air Force Human Resources Lab., Brooks AFB, Tex. Manpower and Personnel Div.

PUB DATE- Jul 90

NOTE- 57p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Aptitude Tests; Armed Forces; *Career Choice;
Discriminant Analysis; Employment Qualifications; *Job
Satisfaction; Military Training; National Surveys; Occupational
Tests; *Predictive Validity; *Test Validity; *Vocational
Aptitude; Vocational Evaluation

IDENTIFIERS- *Armed Services Vocational Aptitude Battery;
Civilian Personnel; National Longitudinal Survey of Youth

A study used an existing data set to assess the predictive validity of the Armed Services Vocational Aptitude Battery (ASVAB) for civilian occupations. (The ASVAB is a multiple-aptitude test battery used by all military services to determine the qualifications of candidates for enlistment and assign enlistees to military occupations.) The relationships between ASVAB scores and actual career choices were examined for the same nationally representative sample of youth and young adults (n=12,686) as those participating in the ongoing National Longitudinal Survey of Youth. Discriminant analyses were performed to assess the extent to which ASVAB scores could enrollment. Section I is a summary of statistical data and information on the status of female and male participation in Arizona's vocational education programs. Data are provided on secondary vocational students and Arizona certified vocational education teachers. Section II is a compilation of impact data (number served) from single parent and homemaker projects and vocational equity projects funded with 1990-91 Carl D. Perkins monies. Section III lists resources (videos, posters, newsletters, directories, guides, handbooks) that are available from the vocational equity office. Section IV contains abstracts of all single parent and displaced homemaker and vocational equity projects funded for fiscal year 1991-92. Each contains title, contact, location, telephone number, intent, objectives, contributions to vocational education, and impact. Section V lists the 1991 winners of the Breaking Tradition Award and the teachers and counselors selected as equity interns for 1990 and 1991. Section VI is a comprehensive evaluation of the statewide single parent and displaced homemaker programs. This section is a result of the computerized database that all funded single parent and displaced homemaker projects began in fiscal year 1990. (YLB)

ED 347 302   CE 061 506

Dowling, William D.; And Others
Workplace Literacy for World Class Manufacturing. Final Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- May 92
NOTE- 340p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Basic Skills; *Cooperative Programs; *Curriculum Development; Illiteracy; Individualized Education Programs; *Inplant Programs; *Job Skills; Labor Education; *Literacy Education; *Manufacturing Industry; Material Development; Needs Assessment; Program Development; Program Evaluation; Program Implementation; School Business Relationship; Student Recruitment; Unions
IDENTIFIERS- *Workplace Literacy

The Ohio State University, Inland Fisher Guide Division of General Motors, and United Auto Workers Local 969 formed a collaborative partnership in 1990 to train employees whose inadequate literacy skills made them unable to respond to the requirements of "synchronous manufacturing" (or "just in time" production). One of the goals is to reduce the number of defective parts to fewer than 500 per million parts produced. Three linked needs assessment activities were review and analysis of All Purpose Operator job aids, analysis of the job for literacy requirements, and observation of employees to assess literacy needs. Instructors were selected, and instructors' training materials with adult education, literacy, and workplace context components were developed. Staff created a curriculum based on materials used in the plant, job duties and tasks, and participants' learning needs. Participants were assessed to determine their particular needs, and an Individualized Education Plan was developed to identify appropriate learning and instructional activities. Recruiting strategies included open houses, employee-recruiters, and flyers/brochures. A Six-Week Basic Skills Program was developed and offered on work time. External and on-site evaluation activities were conducted. Outcomes of the project were establishment of a viable Lifelong Learning Center and a into four sections. The first contains a variety of relevant state-level policies and practices. The second section covers JTPA policies and practices. The third section is devoted to Employment Service (Wagner-Peyser) policies and practices. The final section covers the Title V Senior Community Service Employment Program authorized under the Older Americans Act. The appendix contains 11 references and proclamations on older workers by the Governors of New Mexico and New York. (YLB)

ED 347 321 CE 061 543

Majchrowicz, T. Alexander; Hopkins, David E.
U.S. Farm and Farm-Related Employment in 1988. How Large, Important, and Regionally Different? Agriculture Information Bulletin Number 634.
PUB DATE- Dec 91
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Agribusiness; Agricultural Personnel; Agricultural Production; Agricultural Supplies; *Employment Patterns; *Employment Statistics; Farmers; *Farm Occupations; Labor Market; *Off Farm Agricultural Occupations; Producer Services; Statistical Analysis

Farm and farm-related industries account for almost 18 percent of total U.S. employment in 1988. This share is based on a broad definition of the agricultural sector, including not only farm production but also industries that mine, manufacture, and sell farm inputs; process commodities; and sell consumer goods. Many jobs in industries that support processing and distribution of farm goods are located far from the farm. Almost 71 percent of all farm and farm-related jobs are in metropolitan counties. Many of these jobs are in agricultural wholesale and retail trade industries that serve consumer markets in these counties. Only 722,000 farm and farm-related jobs are in the Northern Plains, the fewest of all regions, but the jobs in that thinly populated region account for 23.8 percent of its total employment. The 4.7 million farm and farm-related jobs in the Northeast, a populous part of the country, exceed those in other regions, but account for only 15.4 percent of the Northeast's total employment. In all regions, agriculture is relatively more important to non-metropolitan counties, where the proportion of total employment in farm and farm-related industries is 6.2 to 15.3 percent greater than in metropolitan counties. (Four figures and three tables are provided. An appended table provides a classification of farm and farm-related industries.) (YLB)

ED 347 322 CE 061 544

Majchrowicz, T. Alexander
Employment Trends in Farm and Farm-Related Industries, 1975-87.
PUB DATE- Apr 91
NOTE- 48p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Agribusiness; Agricultural Personnel; Agricultural Production; Agricultural Supplies; *Employment Patterns; *Employment Statistics; Farmers; *Farm Occupations; Labor Market; *Off Farm Agricultural Occupations; Producer Services;

EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Agency Cooperation; Compliance (Legal); Cooperative Programs; *Coordination; *Educational Cooperation; Federal Legislation; *Federal Programs; Postsecondary Education; Secondary Education; State Programs; Statewide Planning; Surveys; *Vocational Education
IDENTIFIERS- *Carl D Perkins Voc and Appl Techn Educ Act 1990; Job Training Partnership Act 1982; National Apprenticeship Act 1937; Rehabilitation Act 1973; Wagner Peyser Act

This paper outlines the issues involved in coordination of services provided under the 1990 amendments to the Carl Perkins Act with those provided under the Adult Education Act, Job Training Partnership Act, National Apprenticeship Act, Rehabilitation Act of 1973, and Wagner-Peyser Act. It presents questions that could be addressed to state and local education officials to assess the extent of coordination of vocational programs with other federal programs. Section I describes the provisions related to coordination in the Perkins Amendments to clarify what federal legislation requires. Section II outlines different conceptions and models of coordination, distinguishing between the kinds of coordination that take place at the local level and those that come from state governments. Section III reviews existing research that, in theory, can be used as "benchmarks" to assess trends in coordination. The final section outlines the methods and general issues that guide the development of questions. Appendixes include 16 references and 4 sets of potential questions--both closed-ended and open-ended--designed to be administered by conventional survey methods to the state agency responsible for secondary vocational education; to the state agency responsible for community colleges, technical institutes, and other postsecondary institutions; to local education agencies; and to local postsecondary institutions. (YLB)

ED 347 342 CE 061 577

Johnson, Scott D.
A Framework for Technology Education Curricula which Emphasizes Intellectual Processes. Reprint Series.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 92
NOTE- 15p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Journal Articles (080)
DESCRIPTORS- Abstract Reasoning; *Cognitive Processes; *Curriculum Design; *Educational Needs; *Educational Strategies; Educational Trends; Futures (of Society); Instructional Design; Learning Theories; Postsecondary Education; Secondary Education; *Technological Advancement; *Thinking Skills
IDENTIFIERS- *Technology Education

Building on the assumption that the most important skill for the future is the ability to think, an initial framework for an intellectual processes curriculum theory is described. A definition of intellectual processes is formulated first: Intellectual processes are those mental operations that enable one to acquire new knowledge, apply that knowledge in both familiar and unique situations, and control the mental women who were historically underrepresented in technology careers. The Moorpark College/Ventura County Community College District/Business Labor Council Project worked with 8 area high schools to identify students willing to attempt the curriculum designed to fill 2 daily high school periods and a full afternoon at the college laboratory site per week; 98 students completed at least 1 college semester in the program successfully. The curriculum was an integrated mix of electronics, laser-optics, and mathematics. Local businesses donated equipment and illustrative field trips. Findings indicated that 71 percent of students pursued college; 88 percent improved their overall grade average in all high school classes. (The 6-page report is followed by curriculum materials developed by the program, including a course outline for the 35-week course that details specific topics taught at high schools, lecture demonstrations, and laboratory activities at the college with estimated hours, text, and chapter/pages and curriculum objectives. Thirty-five quizzes are also provided.) (YLB)

ED 347 359 CE 061 601

Comprehensive Development Plan in Office Skills. Final Performance Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 31 Oct 90
NOTE- 103p.; Appendix A, participants' names, is not included.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Basic Skills; Business English; Community Colleges; Computer Oriented Programs; *Curriculum Development; Data Processing; Electronic Mail; Females; Job Placement; Job Search Methods; *Job Skills; Job Training; Keyboarding (Data Entry); Microcomputers; Minority Groups; Office Automation; *Office Occupations Education; Postsecondary Education; Pretests Posttests; Program Development; *Program Implementation; Referral; Skill Development; Two Year Colleges; Typewriting; Word Processing
IDENTIFIERS- Waubonsee Community College IL

The Waubonsee Community College Comprehensive Development Plan in Office Skills served 208 students by assessment of basic skills and referral to appropriate programs or help with job skills and referral to employment during the 18-month grant period from December 1988 through June 30, 1990. The target population was minority women or economically disadvantaged individuals ineligible for training programs funded under Job Training Partnership Act Title II. Of the 208 students, 65 percent were placed in competitive employment. Pre- and post-tests were administered to each student in typing speed, math, filing, spelling, and English. Each participant was provided with an individualized program. Students worked at their own pace and became employed or were promoted when they had achieved the required skills. A multilevel curriculum was developed. (The two-page report is followed by two pie charts and one chart with student outcomes and the curriculum. This curriculum consists of course outlines--description, recommended students, objectives, methods, text, evaluation methods, topic outline, and some activities--for computerized shorthand; Superwrite; computerized data entry; CCMAIL electronic mail program; introduction to DOS using a hard disk drive; data entry activities for the microcomputer; microfile; programmed

Washington, DC.
PUB DATE- 20 Dec 89
NOTE- 27p.; Developed as part of the High-Technology Training Model for Rural Based Business and Industry, Technical Colleges, and Local and State Educational Agencies.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Architectural Drafting; Behavioral Objectives; Blueprints; Classroom Techniques; *Computer Assisted Design; *Computer Software; Course Content; High Schools; *Learning Activities; Learning Modules; Lesson Plans; Microcomputers; Pretests Posttests; Teaching Methods; Technical Education; Test Items
IDENTIFIERS- Apple Macintosh; Technology Education

This learning module for a high school course in communications technology is designed to help teachers introduce students to computer-aided design (CAD) using a Macintosh SE with MacDraft to draw floor plans. The module contains seven objectives/competencies, a content outline, suggested instructor methodology, descriptions of demonstrations and five student activities, an activity time schedule, a list of 11 resources, evaluation materials, and information sheets that lead students through the process of using MacDraft. (KC)

ED 347 381 CE 061 643

Horan, Michael
The Vietnam Era GI Bill in Perspective, Parts One to Four.
PUB DATE- 90
NOTE- 22p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Legislation; *Federal Aid; Federal Legislation; Higher Education; Learning Motivation; *Participation; Student Characteristics; *Student Financial Aid; Student Motivation; Training Allowances; *Veterans Education; *Vietnam Veterans; Vietnam War
IDENTIFIERS- *G I Bill; Veterans Administration; *Vietnam Era Veterans Readjustment Assistance Act

These four articles are part of an ongoing series of material directed to a statewide veterans group in Florida with regard to assessing the educational effects of the Vietnam Era GI Bill. Part 1 focuses on the manner in which the Veterans Administration (VA) relies on program starts as a measure of success rather than on completion rates. It reports that the VA does not identify Vietnam vets as a separate population, information without which analysis of the success or failure of the GI Bill is impossible. Part 2 addresses problems associated with assessing the GI Bill, particularly the inability of the VA to count accurately the number of Vietnam veterans who participated in the war. The article argues that without specifying the number of Vietnam veterans who served "in country," the VA cannot develop an accurate picture of who used the GI Bill. Part 3 highlights further problems associated with the GI Bill and the participation of Vietnam veterans. A particular focus is the extent to which Post Traumatic Stress Disorder (PTSD) disrupted the lives of various subgroups within the total Vietnam veteran population and the effects of PTSD in preventing veterans from using their educational benefits. Part 4 takes a look at the difficulties of being a returning Vietnam

and should involve peer support, classroom instruction, and resource personnel; and (7) experimentation with software should be part of the training sessions. The evaluation of the New York City Police Department's computer introduction process illustrated the following: (1) leadership must not only be supportive during computerization, but they must also participate in the training; (2) experimentation in the training process helps to reduce worker anxiety about computers; and (3) management support is needed so that trainers can prepare the curriculum to meet the needs of the organization. (KC)

ED 347 400 CE 061 685

McGivney, Veronica
Motivating Unemployed Adults To Undertake Education and Training. Some British and Other European Findings.
PUB DATE- 92
NOTE- 81p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Adult Learning; Adults; Educational Research; Enrollment Influences; Foreign Countries; Job Skills; *Job Training; *Motivation; *Participation; Program Descriptions; Program Design; Program Development; *Program Effectiveness; *Unemployment; Vocational Education
IDENTIFIERS- Europe; *United Kingdom

Research from the United Kingdom and other parts of Europe explored the concept of motivation in relation to education and training schemes for the unemployed. Studies suggest that lack of motivation can be explained by socioeconomic status, recent training experience, lack of perceived links between training and jobs or career progression, and perceived risks of participation. Recent reviews of national programs for the unemployed highlighted these problems: insufficient places, inappropriate training responses, discriminatory selection procedures, and separation between education sectors. Current strategies to assist the long-term unemployed in Europe have included guidance and counseling, individualized training plans, prevocational courses, a broader conception of schemes, teaching of general skills, and closer links between sectors. Reports on European initiatives show that programs can attract unskilled and unqualified people if they are based on a realistic understanding of the problems, circumstances, and needs of individuals and if they offer real benefits to offset the perceived risks and costs of participation. An overview of research and practice makes it clear that it is not possible to consider the motivation of individuals with few qualifications or skills in isolation from the economic, social, and educational contexts. (51 references) (YLB)

ED 347 401 CE 061 686

McGivney, Veronica
Tracking Adult Learning Routes. A Pilot Investigation into Adult Learners' Starting Points and Progression to Further Education and Training.
PUB DATE- 92
NOTE- 48p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; *Adult Learning; Aspiration;

resentment school personnel may feel when an outsider is brought into the school. The school gets the most from the consultation program when the reasons for employing a consultant and the consultant and school responsibilities are defined. Consultants should have these traits: (1) experience in school setting; (2) excellent communication skills; (3) ability to challenge and be challenged; (4) ability to define problems; (5) creativity and flexibility; (6) ability to deliver services on time; (7) ability to understand and appreciate the school's expectations; and (8) commitment to understand and appreciate the consultation process. (The appendix contains a school mental health consultation program procedural guide and a case study worksheet.) (ABL)

ED 347 419 CG 024 347

Smith, David Lawson; Gribble, Carole
Background and Opinions of Nevada School Counselors on Alcohol and Other Drug Abuse Training.
PUB DATE- Feb 91
NOTE- 22p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Alcohol Abuse; *Counselor Training; *Drug Abuse; Elementary Secondary Education; *Incidence; *School Counselors; State Surveys
IDENTIFIERS- Nevada

In the fall of 1990 the Nevada Department of Education responded to the concern regarding school counselors' training in alcohol and other drug abuse by conducting a survey of all identified elementary and secondary school counselors in Nevada. All 349 school counselors identified by the Department of Education were contacted; 276 school counselors responded to the survey. The results suggested that the large majority of school counselors in Nevada have had extensive and recent training in the area of alcohol and drug abuse. Specific results include: (1) 92.8% of school counselors have received some form of alcohol and other drug abuse training; (2) of counselors indicating the dates of their most recent training 78.2% have received their most recent training within the last 2 years; (3) those receiving training from other sources averaged 32.2 hours of training; (4) school counselors believe that alcohol and other drug abuse training is important in their role as counselor; (5) 88.2% see a need for continuing education regarding alcohol and other drug abuse; (6) 79.6% indicated that substance abuse training is available to them, but a significant percentage of school counselors (12.6%) indicated they did not know whether such training is available to them; and (7) a majority of school counselors saw identification of substance abuse, intervention techniques, and family considerations as critical components of training for school counselors. (ABL)

ED 347 420 CG 024 348

Friedman-Erickson, Sharon; And Others
Moral Development and Appreciation of Aggressive Humor.
PUB DATE- Apr 92
NOTE- 47p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (38th, Austin, TX, April 16-18, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

responsible and effective decisions. The lessons focus on: (1) the need to make many decisions daily; (2) alternatives to decisions; (3) decisions based on values; (4) the future consequences of decisions; (5) decisions that are not as good as other decisions; (6) ways of making decisions; (7) ways of making decisions that are not as good as other ways; and (8) making good decisions by following proper decision making procedures. The student notebook allows students the opportunity to provide written responses to activities and scenarios presented. Students are encouraged to record the decisions they make during a day, to evaluate decisions made by themselves and by characters in the scenarios presented, to examine how decisions are made, and to look at alternative decisions and the consequences that may result from them. The final lesson on making decisions using proper decision making procedures ends with an exercise in which students record a problem they are faced with personally, consider a variety of alternatives and consequences, and arrive at a decision. (NB)

ED 347 439 CG 024 367

Barrs, Steve; And Others
You and Your Friends. A Teacher's Guide and A Student Notebook. Revised.
PUB DATE- 87
NOTE- 94p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *Friendship; *Interpersonal Competence; *Peer Acceptance; *Peer Relationship
IDENTIFIERS- Canada

The teacher's guide presents a set of seven lessons designed to help students understand friendship and peer relationships. The lessons focus on: (1) the desire to feel loved and accepted; (2) behaviors designed to gain acceptance from others; (3) ways that other people may use one's need for acceptance to influence one's behavior; (4) the possibility of not being accepted, regardless of one's behavior; (5) the difference between being truly accepted and being accepted only because of one's behavior; (6) the importance of one's choice of friends; and (7) being one's own best friend and accepting oneself. The student notebook allows students the opportunity to provide written responses to activities and scenarios presented in each of the lessons. Students are encouraged to evaluate the actions of characters in scenarios; to evaluate their own actions and behaviors; to understand when and how they are being influenced by others to behave in certain ways; and to weigh the consequences of their actions. (NB)

ED 347 440 CG 024 368

Kehayan, V. Alex
SAGE: Self-Awareness Growth Experiences. Strategies That Promote Positive Self-Esteem for Grades 7-12. Revised/Updated.
PUB DATE- 90
NOTE- 222p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For

actively engage students in the learning process. Student evaluations, both formal and informal, appear favorable for professors who have incorporated these group experiences into their classroom repertoire of teaching strategies. These strategies can be helpful to both experienced and inexperienced counselor educators. (Author/ABL)

ED 347 459 CG 024 389

Meeting Tomorrow's Challenge: A Message to Ohio's Counseling Professionals.
PUB DATE- Nov 91
NOTE- 17p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Counseling Objectives; *Counselor Role; Elementary School Students; *Elementary Secondary Education; *School Counseling; *School Guidance; Secondary School Students
IDENTIFIERS- *America 2000; *Ohio

The six national goals proposed at the Education Summit of 1989 and the ideas for reaching them delineated in "America 2000" are discussed in this document as they relate to school counseling in Ohio. Both "America 2000" and "Creating Opportunities for Success," Ohio's first annual report citing the state's progress towards these national goals, describe strategies to achieve a learning renaissance. After a list of the six national goals, the four parts of the national strategy is described, followed by a discussion of Ohio's commitment to the national goals which identifies five principles to serve as a guide in reaching them. The involvement of school guidance and counseling in achieving these goals is discussed, and it is noted that a planned guidance and counseling program identifies the results or outcomes to be achieved, contains a body of content, and uses varying intervention strategies to deliver this content to all students. Guidance as a shared responsibility with the community is emphasized in a separate section, and this is followed by a discussion of the responsibliity of counselor education focusing on the skills necessary for school counselors, and a description of initial efforts by counselors to reach the six national goals. The document concludes that "America 2000" and "Creating Opportunities for Success" seek learning and achievement for all students and that every guidance and counseling program can seek and plan for nothing less. (ABL)

ED 347 460 CG 024 390

Rogers, James R.
Conceptualizing the Suicide-Alcohol Relationship.
PUB DATE- 92
NOTE- 10p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Alcoholism; Cognitive Processes; *Models; Self Evaluation (Individuals); *Suicide

Despite the strong empirical evidence linking alcohol use across varying levels to suicidal behavior, the field is lacking a unifying theoretical framework in this area. The concept of alcohol induced myopia to explain the varied effects of alcohol on the behaviors of individuals who drink has been proposed. The term "alcohol myopia" refers to its ability to restrict attention to immediate situations, inhibit problem solving

PUB DATE- Dec 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Computers; Elementary Secondary Education; *High Risk Students; *School Counseling; *School Counselors; Technology; Video Games
IDENTIFIERS- *Computer Assisted Counseling; ERIC Digests

Current trends in technological developments suggest that home entertainment video games and educational learning software are on convergent paths. Astute educators have identified these technologies as effective for student motivation and have integrated them with traditional curricula to reduce at-risk behavior. Counselors who identify and implement effective uses for technology are likely to maintain their positions during the current educational restructuring movement. Counselors report promising use of technology in relationship building, needs assessment, and intervention. Advantages associated with the use of technology in counseling at-risk youth include: positive associations with video game technology; covert learning without the normal resistance to overt educational approaches; multisensory approaches to learning using visual, auditory, and kinesthetic learning modalities; and individualized learning which allows realistic goal setting and encourages retrial of failures without group embarrassment. Pitfalls to consider include: unappealing software, older computers, too many students per computer, inadequate staff training, depersonalization, and ethical, moral, and practical issues associated with technology and counseling. (ABL)

ED 347 481 CG 024 465

Krumboltz, John D.
Challenging Troublesome Career Beliefs. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Beliefs; *Career Counseling; Careers; *Client Characteristics (Human Services); *Counseling Techniques
IDENTIFIERS- ERIC Digests

There are three steps to challenging troublesome career beliefs: identifying the troublesome belief; considering alternative ways to viewing the underlying problem; and taking action incompatible with the troublesome belief. Each of these steps includes techniques which empower clients by providing them with information or enabling them to make their own discoveries. The Career Beliefs Inventory (CBI) (Krumboltz, 1991) allows counselors to open up important areas typically ignored in traditional forms of career counseling, e.g., ways of responding to the possibility of failure. Counseling techniques to help clients consider alternative views include: reframing the problem; countering a troublesome belief; defining a manageable problem; using humor for perspective; and discovering disconfirming evidence. Techniques to help clients take action include: roleplaying; cognitive practicing; and behavioral practicing. (ABL) folk rhymes (most are from Mother Goose). The fourth chapter presents a scope and sequence designed to give librarians a sequential guideline and appropriate activities for introducing and teaching mythology, folk and fairy tales, and nursery rhymes. Each lesson plan typically includes: author of plan; intended grade level; time frame (days and length of individual sessions); general information about the unit; materials needed; and a list of activities. (RS)

ED 347 506 CS 010 979

Levin, Jill
Expanding Prospective Teachers' Beliefs about the Reading Process To Enable Changes in Classroom Practice through the Use of Whole Language.
PUB DATE- 92
NOTE- 92p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Beginning Reading; Instructional Effectiveness; *Preservice Teacher Education; Primary Education; *Reading Instruction; *Reading Processes; Reading Research; *Teacher Attitudes; *Teacher Response; *Whole Language Approach

A practicum designed to help prospective teachers explore instructional approaches that differ from their intrinsic beliefs about how reading should be taught is described in this report. Particular emphasis was placed on using the whole language approach, as opposed to the more traditional basal reader or skills oriented approaches to reading. All student participants were placed in kindergarten, first, second, or third grade classrooms for implementation purposes. The practicum involved: (1) administration of pre- and post-surveys of teacher beliefs as related to classroom practices; (2) development of a pre- and post-questionnaire of whole language terminology; (3) requiring students to use literature-based lessons in their classrooms; (4) creation of teacher-made materials; (5) introduction of cooperative learning; (6) utilization of big books, dictated stories, and experience charts; (7) observation of students in field placements; and (8) organization of several oral presentations as a means of sharing ideas. Analysis of the data revealed that student participants used more holistic strategies in their classrooms and exhibited enthusiasm and inquisitiveness about whole language and its potential effectiveness. Post-survey results indicated that prospective teachers changed their attitudes toward the whole language approach and were more willing to reflect on how changes in classroom practice can be developed to meet the needs of beginning readers. (Two figures of data are included; 50 references, student questionnaires, a fieldwork observation report form, an introductory and follow-up letter to cooperating teachers, a mid-semester evaluation form, and the lesson plan format are attached.) (Author/RS)

ED 347 507 CS 010 980

Bravi, Gerry; And Others
Reading/Writing Immersion: A Decision Making Literacy Development Project. Teacher Interviews. Year Three.
SPONS. AGENCY- Manitoba Dept. of Education and Training, Winnipeg.; Saint James-Assiniboia School Div. Number 2, Winnipeg (Manitoba).; Winnipeg School Div. Number 1, Manitoba (Canada).

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Critical Thinking; *English Instruction; *Group Testing; Higher Education; Learning Activities; *Student Evaluation; Thinking Skills
IDENTIFIERS- *Oral Examinations; Speaking Thinking Relationship

Defining critical thinking as a conscious process means that teachers can make students aware of the process and can affect the process. In addition, teachers can help students to evaluate their use of the process. The goal in any course is to involve students in the practice of critical thinking, and the oral exam reflects the students' understanding of the content discussed in the course, their ability to operate within the gestalt developed throughout the term, to establish appropriate criteria, to generate possibilities, and to evaluate those possibilities using appropriate criteria. Much of the class time is spent considering questions such as, What is writing? What is literature? or What is language arts? Using a model suggested by Glatthorn and Baron, the oral final exam includes the following components: (1) goal; (2) redefining the goal; (3) search for possibilities; (4) search for evidence; (5) use of the evidence; and (6) concluding that the goal is reached. Examining the reactions and experiences of students to such an exam shows that depending on the particular situation, an oral exam can strengthen the learning community. Unlike other exams, the oral exam is not a solitary endeavor submitted to an "expert" for evaluation and grading. The oral experience permits students to participate in the critical thinking process while preparing for the exam, to share their knowledge with others, and to learn from their peers. (PRA)

ED 347 528 CS 213 371

Nemoianu, Anca M.
Looking for a Focus: Transformations in Journal Entries.
PUB DATE- Mar 92
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; Cultural Influences; *English (Second Language); *Freshman Composition; Higher Education; *Journal Writing; *Reader Text Relationship; Student Journals; Writing Improvement
IDENTIFIERS- Expressive Writing

Journal writing on literary topics is an ideal activity in a classroom that emphasizes the transformational role of education, bringing together the creation of meaning between the reader and the text on the one hand, and on the other hand, the creation of expressive or reflexive writing. An activity, in a freshman literature and writing class for English-as-a-Second-Language (ESL) students, demonstrated different types of transformation in ESL students' journal writing on literary topics. Students were asked to write their impressions after their first reading of the texts. Then, guided by specific tasks, the students were asked to re-read the texts and write second entries in their journals, capturing any changes in characters, and language reform reveals how Chinese ideographs have had the ability to transcend dialect differences and communicate to all Chinese, providing China with a cultural unity that would be impossible with a phonetic system. Chinese writing is also feasible and indispensable in Chinese contexts. And although many linguists feel that the Chinese language is difficult, there is no evidence to support this, since Chinese people never feel it is difficult to learn and memorize thousands of characters. The argument against characters is based primarily on the traditional assumption that phonological mediation is the prerequisite for lexical identification and perception in reading. In fact, the high density of information actually promotes the process of stimulus recognition, and comprehension; hence it can be argued that reading in characters is more efficient and less time-consuming. (Twenty-nine references are attached.) (PRA)

ED 347 547 CS 213 441

Vipond, Douglas
The Write Stuff: On the Relation between Composition Studies and Psychology.
PUB DATE- 12 Jun 92
NOTE- 9p.; Paper presented at the Annual Meeting of the Canadian Psychological Association (Quebec City, Quebec, Canada, June 12, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audience Awareness; *Content Area Writing; Foreign Countries; Higher Education; *Psychology; *Rhetoric; *Writing Processes
IDENTIFIERS- *Composition Theory; Writing Contexts; *Writing Style

Composition studies is a plausible choice for a "potentially liberating influence" for psychology, because it offers a useful place from which to think about and critique the writing practices of the psychology discipline. One area in which psychology can learn from composition is audience. Writing guides for psychologists tend to speak of mental constructs rather than real audiences. A second area in which psychology can learn from composition is genre. The empirical report seems to be the official genre of psychology but, in fact, the range of genres in psychology is much greater, and includes monographs; books of all kinds; book reviews; biographies; case studies; unpublished genres such as conference papers; and "feminized" genres such as letters, essays, and narratives. What psychologists can learn is that writers tend to use, mix, adapt, and invent genres according to their particular rhetorical situations. Another aspect of writing to consider is style. According to the American Psychological Association (APA) Manual, clarity is a very important feature, and this suggests that ideas and language are two completely different things. Actually, people in composition studies would say that thought and language are, at the very least, interdependent. These critiques of the writing practices of psychology have strong implications for the teaching of psychology, which include having students write to and for real readers, having them write in a wide range of genres, and teaching style as a set of rhetorical practices rather than rules. (PRA)

ED 347 548 CS 213 446

DESCRIPTORS- Authors; Childhood Interests; *Childrens Literature; Elementary Education; Fiction; *Literary Criticism; Literary Devices; Literary Genres; Nonfiction; Picture Books; Recreational Reading
IDENTIFIERS- Historical Background

This volume of a 1991 conference proceedings contains the conference's addresses and awards, a listing of the panels and workshops, and abstracts of those papers which were withdrawn from the proceedings to be published elsewhere. Among the papers in this document are: "Reading and Literacy: a Lifetime Work" (N. Bagnall); "The Image of the Child in the Picture Books of Ezra Jack Keats" (W. Nikola-Lisa); "Contemporary Childhood: Terror, Containment, Community" (A. Moss); "Literacy and Empowerment" (L. Pope); "Secret Garden II: 'Lady Chatterley's Lover' as Palimpsest" (J. A. Plotz); "Two Images of the Victorian Child: Stevenson's and Rossetti's Differing Views" (C. C. Amelinckx); "Kate Douglas Wiggin's Portraits of the Artist as a Girl" (P. Bixler); "The Illustrated Postmodern" (G. R. Bodmer); "Images of Hawaii for Children: Cultural Depriviliging and Repriviliging" (S. Canham); "The Blue Tortoise Tattoo: The Quixotic Reader in 'Jacob Have I Loved'" (J. D. Chaston); "The Image of the Child in Lindgren's 'Pippi Longstocking'" (S. Erol); "'We Dance to the Music of Our Own Time': Reflected Images of Granddaughters and Grandmothers" (S. W. Gravitt); "'Every Mother's Dream': Cynthia Voight's Orphans" (B. Greenway); "Faulkner's 'The Wishing Tree' as Children's Literature" (N. D. Hargrove); "The Child Is Mother of the Woman: 'Heidi' Revisited" (L. Hendrickson); "The Image of the Child as Artist and Aesthete" (M. H. Holden); "The Suffering Child's Plea for Peace in Japanese Picture Books" (A. M. Hotta); "Images of Contemporary Japanese Children by Japanese-American Immigrants" (K. N. Hoyle); "The Legacy of Peter and Wendy: Images of Lost Innocence and Social Consequences in 'Harriet the Spy'" (J. G. John); "The Image of the Child in Chinese Folktales" (J. V. Lechner); "Pippi Longstocking: Images of an Iconoclast" (Y. Lindholm-Romantschuk); "The Image of the Curious Child" (G. D. Little); "The Spy and the Poet: Young Girls as Writers in 'Harriet the Spy' and 'Anastasia Krupnik'" (J. Q. McMullen); "The Image of the Child in Picture Books: Adult/Child Perspectives" (J. Nist); "Reflected Images: The Child in Modern Children's Literature" (R. Pauly); "The Baroque Child" (J. Perrot); "Playing Oz: The Bridge from Page to Stage" (P. A. Rooks); "The Image of Children as Daydreamers in Marie-Louise Gay's Picture Books" (C. H. Sibley); "Notes from a Dark Side of the Nursery: Negative Images in Alphabet Books" (M. A. Taylor); "A Nostalgic Image of Childhood: Nancy Ruth Patterson's 'The Christmas Cup'" (M. Usrey); "In the Image of Young America: Girls of the New Republic" (L. M. Vallone); "Images of the Child in French Literature" (F. Van de Poel-Knottnerus); "The Fable Child's Image in Words and Pictures" (W. Van Goor); and "Hansel and Gretel as Abandoned Children: Timeless Images for a Postmodern Age" (V. A. Walter). Abstracts are presented of papers by A. Allison, L. R. Kuznets, R. McGillis, and E.-M. Metcalf. (NKA)

ED 347 567 CS 213 475

Wyatt-Brown, Anne
From the Clinic to the Classroom: D. W. Winnicott, James Britton, and the Revolution in Writing Theory.
PUB DATE- Mar 92
NOTE- 17p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).

Surveys

A communications professor decided to teach an undergraduate "theories of communication" seminar course that had been listed but not taught for 12 years or more. The professor asked for advice on how to teach the course by sending an electronic mail message over an information network. The sometimes contradictory advice concerning the proposed textbook (Littlejohn's "Theories of Human Communication") convinced the professor to stick with this challenging text with a philosophical bent. The professor decided to relate issues of theory to what matters to students by using computer mediated communication (CMC) as part of the learning process. Students were provided with computer accounts and instruction in how to send, receive, print, and save electronic mail messages. Even though 20% of the students' final grade was based on a journal of electronic mail, the students did not eagerly embrace CMC. A few weeks before the end of the semester, students responded to a brief questionnaire concerning their use of and attitudes toward CMC. A total of 19 responses were received. Results indicated that: (1) using electronic mail as it was done in this course is likely to produce a fair share of student resistance; (2) access to computer terminals was essential; and (3) most students liked the experience and thought that it facilitated seminar participation. (Data from the questionnaire is included, and a sample electronic mail log is attached.) (RS)

ED 347 583 CS 507 839

Owen, James L.
Behavior Analysis: Methodological Foundations.
PUB DATE- Oct 91
NOTE- 21p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Behavioral Science Research; *Communication Research; Higher Education; *Interpersonal Communication; *Measurement Techniques; *Research Methodology
IDENTIFIERS- Behavior Analysis; Communication Behavior; *Time Series Design; *Time Series Experiments

Behavior analysis provides a unique way of coming to understand intrapersonal and interpersonal communication behaviors, and focuses on control techniques available to a speaker and counter-control techniques available to a listener. "Time-series methodology" is a convenient term because it subsumes under one label a variety of baseline or baseline-related methods that share fundamental features. In its simplest form, the baseline methodology consists of a two-step (A-B) design: step A involves gathering baseline data, and step B involves gathering post-baseline (or intervention) data. However, more elaborate designs are needed to demonstrate validity. The ABAB design is a basic AB design with one replication. The ABCD design is important because it provides similar baseline and post-baseline data as well as providing replicability and control without the need to return to original baselines. The ABCD design can be employed to measure the effectiveness of an intervention across two or more behaviors, individuals, and/or settings. Time-series methods are particularly well-suited to answer three kinds of questions: (1) Is a particular environmental variable functionally related to the occurrence of a particular behavioral variable? (2) What is the shape of a education, broadening the "canon" of classical texts to include women and minority groups, protests against unpopular, usually conservative ideas, and changing vocabularies for representing particular groups. Kenneth Burke's elaboration of five distinct variations on the meaning of the simple word "dog" suggests a method by which the complex issues surrounding the term "politically correct" might be analyzed. Thus a, systematic application of Burke's notion of "Dramatism" can be made to the politically correct controversy. There are five different canine categories, then, concerning the notion of politically correct: (1) the hegemonic dog, emphasizing the different terminologies used by advocates of both sides; (2) the ancestral dog, which decenters the individual canine-hominid bond by placing it in a broader collective-tribal context; (3) the antinomial dog, which emerges from basic contradictions inherent in the controversy; (4) the hierarchical dog, especially the dog as breeder, representing Dramatism at its most formal level; and (5) the "multivocal" dog. This final category, suggested by Burke's presentation of the four rungs on the educational ladder, is the culmination of the mature learner, who treats different texts as voices in a dialogue. Texts, then, become more like equipment for living and thinking, rather than merely medicinal pills producing health. (Contains 19 references.) (HB)

ED 347 603 CS 507 881

Nowell, W. Robert, III
An Examination of Revisionist Theories of the First Amendment Cited in Dinesh D'Souza's "Illiberal Education": Arguments for Abridgement of Freedom of Speech on Campus To Protect the Educational Opportunities of Women and Minorities.
PUB DATE- 25 Feb 92
NOTE- 16p.; Paper presented at the Annual Meeting of the Western States Communication Association (63rd, Boise, ID, February 21-25, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Campuses; *Censorship; Civil Rights; *College Environment; Court Litigation; *Freedom of Speech; Higher Education; Legal Problems; Political Issues
IDENTIFIERS- D Souza (Dinesh); *First Amendment; Offensive Speech; *Politically Correct Communication

Recently, some critics have argued that the academy has become infected by a new brand of censorship which threatens the openness central to a university's purposes. Dinesh D'Souza has argued that this censorship is a manifestation of influence enjoyed by leftist radical professors and students. D'Souza is correct that the First Amendment is being revised in the name of diversity. Three basic arguments for the abridgement of certain forms of speech on campuses must be considered. The cultural transmission argument states that when a society tolerates intolerant speech, negative behaviors and generational transmissions are induced. However, there is little empirical evidence to support this view. The "fighting words" and injured feelings view argues that minorities and women are injured by intolerant speech and thereby become unable to participate in university activities. This injury is weighed against freedom of speech. However, this argument has been found flawed in court because it is too broad and vague. The university as "special place" argument views the campus as a special environment in which values are imparted to students, cooperation. The handbook serves as a model for both content and process, with the ultimate aim of promoting an arena in which the most appropriate service delivery can occur. Following the introduction, the second section provides information about student nonattendance, examining causes and effects of absenteeism. Immediate considerations for schools are discussed next, such as the identification of truants, assessment, and development of a process model for intervention. Ways to utilize the service district attendance officer are described in the fourth section. The fifth section offers suggestions for developing attendance policy and procedure, and section 6 presents Oregon laws regarding attendance issues. A community resources index and one figure are included. (23 notes; 51 references) (LMI)

ED 347 622 EA 023 953

School Improvement Research Series VI, 1991-92.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 92
NOTE- 91p.; For an earlier research series, see ED 312 030.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Community Cooperation; Curriculum Development; *Educational Improvement; Elementary Secondary Education; Independent Study; Mastery Learning; Quality of Life; *Research and Development; School Community Relationship; Staff Development; Student Improvement; *Teaching Methods; *Theory Practice Relationship; Thinking Skills; Time on Task; Urban Youth; Writing Instruction

This loose-leaf compendium includes three types of brief research summaries: "topical synthesis," "close-ups," and "snapshots." The single topical synthesis is entitled "School-Community Collaboration to Improve the Quality of Life for Urban Youth and Their Families" (Kathleen Cotton). Close-ups consist of brief definitions and essential research findings on the following topics: "Teaching Thinking Skills" (Kathleen Cotton) and "Staff Development" (Jocelyn A. Butler). Four snapshots describe effective practices currently in place at various school districts throughout the country: "Learning to Write and Assess Writing Quality" (Kathleen Cotton); "Using School Time Productively" (Kathleen Cotton); "Improving Student Performance through Mastery Learning" (Carole Hunt and Kathleen Cotton); and "Restructuring the Curriculum to Promote Child-Initiated Activity" (Jan Jewett). Annotated bibliographies are appended to the topical synthesis and close-ups. (MLF)

ED 347 623 EA 023 982

Wiles, David
The Plausibility of Implementing "Local Site" Educational Reform in New York's K-12 Districts with 2500 or Less Pupils.
PUB DATE- Mar 92
NOTE- 51p.; Paper presented at the Annual Meeting of the American Education Finance Association (New Orleans, LA, March 1992). Chart 2 will not reproduce well due to faint and broken type.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

education. Reforms under the National Party's 1991 budget are discussed in the third part, which argues that the market system will continue to be contested, due to centralization and educators' belief in equity. A conclusion is that united opposition to reforms is a function of the shape and structure of the education system and New Zealand's history, which are characterized by centralization, belief in equity, and homogeneity among the schools. Although centralization and vulnerability to international trends have facilitated direct reforms, the centralized structure has simultaneously engendered opposition that is absent from other national contexts. (33 references) (LMI)

ED 347 643 EA 024 084

Straus, Ilene W.
Restructuring School Practice through Students' Voices.
PUB DATE- Apr 92
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Collegiality; Educational Change; *Educational Cooperation; Intermediate Grades; Interpersonal Relationship; Middle Schools; *Participative Decision Making; *Staff Development; *Student Participation

Findings from a project that utilized student input in the restructuring of school practices are presented in this paper. The 6-month doctoral project was implemented in an urban middle school. Methodology was based on solicitation of student input about classroom practices and data collection of school and departmental issues, which resulted in policy and practice modifications. Outcomes included increased student involvement in the decision-making process and collaborative leadership. Findings point to the importance of developing a caring connection between students, teachers, and administrators; collaboration; and the value of student voices for improving student learning and staff development. (8 references) (LMI)

ED 347 644 EA 024 086

Cummings, William K.; And Others
The Implementation of Management Reforms: The Case of Sri Lanka. BRIDGES Research Report Series, No. 11.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC.
PUB DATE- Feb 92
NOTE- 55p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Centralization; *Decentralization; *Educational Administration; Educational Change; Elementary Secondary Education; Foreign Countries; School District Autonomy; *School Organization; *School Restructuring
IDENTIFIERS- BRIDGES Project (Harvard University); *Sri Lanka

Educational reforms implemented in Sri Lanka in the early 1980s are examined in this paper, which focuses on three broad areas: restructuring reforms; the principal's role; and school-community reform. The research project was carried out by Basic Research and Implementation in DevelopinG Education Systems

Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Educational Policy; Elementary Secondary Education; *Metaphors; Mythology; Policy Formation; *Politics of Education; *School Choice; *Symbols (Literary)

Issues in the current discussions surrounding educational choice are discussed in this paper, which examines several underlying assumptions through an analysis of selected metaphorical constructs in a selective review of the choice literature. A conclusion is that the rhetorical power of choice is based on imprecise, limited, and ambiguous metaphors for excellence, effectiveness, science, expertise, productivity, selection, and finally, choice itself. The power of choice is derived from its mythological status. Elevating stories through metaphorical transformations to the level of myth obscures reality and diverts attention from the difficult act of true change. Given the realities of practical implementation, choice systems cannot function as the in-use metaphors and their advocates imply. (50 references) (LMI)

ED 347 664 EA 024 109

Davies, Owen K.; Seagren, Alan T.
Holistic Individualized Approaches to Staff Development in Schools.
PUB DATE- Apr 92
NOTE- 12p.; Paper presented at the Excellence in Education Conference (Lincoln, NE, April 7-9, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Faculty Development; Foreign Countries; *Holistic Approach; Interpersonal Communication; *Interprofessional Relationship; *Professional Development; Teacher Improvement
IDENTIFIERS- *Australia

Findings of a study that examined effective approaches to the professional development of teachers are presented in this paper. Methodology involved a survey of principals in New South Wales, Australia, and the United States; an evaluation of 379 inschool staff development programs in New South Wales; case study analysis of 8 New South Wales schools with exemplary staff development programs; a longitudinal study of a New South Wales primary school; and case study analysis of 5 successful individuals in New South Wales and the United States. Findings indicate that the cultural factors crucial to professional development included the principal's role, school culture, and models of teacher change. A holistic, individualized approach to staff development requires understanding the dynamics of interpersonal interaction. Components of effective teacher development programs include written plans, effective leadership, staff involvement, and positive support systems. (LMI)

ED 347 665 EA 024 111

Nuttall, Desmond L.
Linkages between New Criteria and Curriculum Development.

knowledge in gradually expanding networks of ideas through interactions with others and materials in the environment. Whether students perceive themselves as "learners" depends on ongoing classroom interactions, which in turn are influenced by teachers' beliefs and the type of educational community support. Rather than modifying structural elements for educational change, a more appropriate starting point is knowledge about the nature of learning and the different ways of learning for various purposes. One table is included. (36 references) (LMI)

ED 347 685 EA 024 135

Enger, John M.; And Others
Who's Responsible for Handling Disciplinary Incidents? Contrasts of Principal and Teacher Perceptions at the Elementary and Secondary Levels.
PUB DATE- Apr 92
NOTE- 6p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Responsibility; Administrator Role; Behavior Problems; *Discipline; *Discipline Problems; Elementary Secondary Education; Principals; *Teacher Responsibility; *Teacher Role

Findings of a study that examined teachers' and principals' attitudes toward responsibility for student disciplinary action are presented in this paper. Two questionnaires compared principal and teacher responses to vignettes of specific disciplinary situations. In the first survey, 40 elementary principals, 40 secondary principals, 40 elementary teachers, and 40 secondary teachers were asked to identify who was responsible for each situation. The second survey, which rated the severity of the incidents, was administered to another 160 respondents with the same composition as the first group. The overall response rate was 57 percent. Findings indicate that a generally strong agreement existed among all groups with regard to the severity of incidents, and a strong agreement existed between elementary and secondary personnel about responsibility and severity. More severely rated incidents were viewed as the principal's job and moderately severe incidents were viewed as teachers' responsibility. A conclusion is that although there was much agreement about the handling of some disciplinary incidents, teacher and principal roles were not clearly delineated for others. (5 references) (LMI)

ED 347 686 EA 024 136

Stiegelbauer, Suzanne; Anderson, Stephen E.
Seven Years Later: Revisiting a Restructured School in Northern Ontario.
PUB DATE- Apr 92
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992). Some small print in the bibliography may not reproduce adequately in paper copy.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

Education; *Pretend Play; Toys
IDENTIFIERS- Japan

The study sought to examine developmental processes of substitution in the pretend play of Down's syndrome children and to clarify the onset mechanism of subskills in decontextualization, which refers to the progress from imitation to substitution and then to invention. Eighteen Japanese children, aged 29-55 months, with Down's syndrome were given various lifelike objects, miniature toys, and ambiguous objects, and observed in their manipulation of the objects in play with their mothers. The developmental process of decontextualization in Down's syndrome children was the same as that in nonretarded children in previous studies. However, the onset of substitution showing double knowledge of objects (type 2) was delayed and the repertory of substitution hardly increased. Delayed emergence in type 2 substitution and little increment in the repertory of substitution suggest a relation to delayed language development in Down's syndrome children. (JDD)

ED 347 706 EC 221 067

Shimizu, Naoji
Application of Single Subject Experimental Designs and Its Issues.
PUB DATE- Feb 89
NOTE- 12p.; Article includes an English abstract. RIEEC Report is published by the Research Institute for the Education of Exceptional Children.
LANGUAGE- Japanese
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Disabilities; Educational Research; Psychological Studies; Research Design; *Research Methodology; Research Problems; Statistical Analysis
IDENTIFIERS- *Single Subject Research Design

In psychological and special education research, group comparison experimental designs are more often used than single subject experimental designs. However, the application of group designs poses many difficulties, such as the collection of large numbers of homogeneous subjects for a particular experimental condition, the averaging of individual subjects, and the use of statistical significance tests. In the development of behavior analysis since the 1960's, new experimental design alternatives have appeared which emphasize direct measurement of treatment effects and causal analysis between independent variables and dependent variables. This paper describes single subject experimental designs and discusses general issues in their use. (JDD)

ED 347 707 EC 221 068

Kanno, Atsushi
A Study on the Learning Processes in Discrimination Shift Learning of Children with Mental Retardation: From the Point of Developmental View of "Logical Manipulation by Classification."
PUB DATE- Feb 89
NOTE- 10p.; Article includes an English abstract. RIEEC Report is published by the Research Institute for the Education of Exceptional Children.
LANGUAGE- Japanese
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Comparative Analysis; *Discrimination Learning; Foreign Countries; *Learning Processes; *Mental Retardation;

Education; *Statewide Planning; Teacher Education; Toddlers
IDENTIFIERS- *Individuals with Disabilities Education Act Part H

This study attempted to: describe successful working relationships between higher education and state agencies for Part H (Individuals with Disabilities Education Act) personnel planning; identify factors that facilitated those relationships; and formulate policy recommendations. Indepth interviews with key persons involved in Part H personnel planning in five states were conducted and related documents reviewed. Distinct characteristics of states exhibiting cooperative relationships included: an attitude that encouraged policies and resources for education; consistency in university and state planning leadership positions; support from state administrators and/or legislators; and availability of resources. Common issues were identified in the areas of certification, legislation, access to resources, outreach, and interagency cooperation. Inclusive, collaborative meetings and establishment of formal coordinating structures and procedures were found to be facilitating factors. Three policy recommendations are offered: (1) states should form a consortium of state agency, higher education, and professional organization representatives to address statewide planning for special education; (2) states should provide higher education with financial incentives to increase personnel preparation programs; and (3) a procedure should be established to establish a semi-formal link between state agencies and higher education to address mutual needs and goals. (Three references) (DB)

ED 347 726 EC 301 337

Bayer, Darryl Lee
Family Communication Patterns Consistent with Psychiatric Diagnosis of Identified Patient.
PUB DATE- 85
NOTE- 30p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Emotional Disturbances; Epistemology; *Family Relationship; Interaction Process Analysis; *Interpersonal Communication; *Parent Child Relationship; *Schizophrenia; Systems Approach

This research examined specific communication patterns in 20 schizophrenic and other family triads, through analysis of transcripts of 15-minute interactions within a systems epistemology. Families with a son or daughter diagnosed as having schizophrenia were found to emphasize two communication patterns: communication that is nebulous, confusing, and egocentric, and communication that is disconfirming of individuality. Families of offspring with other psychiatric diagnoses, usually affective disorders, were found to emphasize nonnegotiable relationship-defining communication. (24 references) (Author/JDD)

ED 347 727 EC 301 338

Hunt, H. Allan, Ed.; Berkowitz, Monroe, Ed.
New Technologies and the Employment of Disabled Persons.
PUB DATE- 92
NOTE- 167p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020)

Services (ED), Washington, DC.
PUB DATE- 92
NOTE- 49p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cooperation; *Disabilities; Elementary Secondary Education; Helping Relationship; Professional Associations; *Professional Development; *Program Development; *Social Support Groups; *Special Education Teachers; Teamwork
IDENTIFIERS- Council for Exceptional Children; *Teacher Support Groups

This guide is intended to assist groups of special educators to plan, design, and implement mutual professional support activities. The first section, on the nature of professional support groups, presents a definition and discussion of activity focus, format, permanence of focus, and structure. The second section looks specifically at the role of the local chapter of the Council for Exceptional Children and explains five steps in initially planning and establishing support activities. In the third section, seven steps to assist the group in structuring, managing, and maintaining themselves are offered. Illustrative activities for each of four focus areas (immediate assistance, professional discussions, joint planning and design, and peer observation and feedback) are suggested in the fourth section. Five appendices include: professional support group activity sheets; lists of model and skill development resources; 14 tips to help special educators deal with stress; lists of collaboration resources; and worksheets for observation and feedback. (Nine references) (DB)

ED 347 746 EC 301 362

Introducing Students to Careers in Special Education and Related Services. Professional Action Series.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 92
NOTE- 29p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Attitude Change; Career Awareness; *Career Exploration; Clubs; Consciousness Raising; *Disabilities; Elementary Secondary Education; *Group Activities; *Sensitivity Training; *Special Education; *Special Education Teachers; Volunteers

This guide presents a collection of ideas for activities to encourage students and other individuals to explore careers in special education and related services. After a brief introduction, activities to increase disability awareness are described. These include: a disability awareness day/week, a work day, a social event, child care, a buddy system, and volunteering. Next, activities to foster career awareness are suggested. These include: career awareness presentations, field trips, serving as a recreation program aide, serving as a student aide or peer tutor, and establishing a student club. Each major section also lists resources including organizations be used to differentiate individuals in different occupations or occupational groups. The ASVAB-based discriminant functions resulted in a significantly greater number of individuals being correctly classified than would be expected by chance. In particular, ASVAB scores were most effective in predicting occupational membership for jobs that involved higher, or lower, degrees of complexity of work with data. Additional analyses were performed to assess the extent to which ASVAB scores could differentiate individuals who were satisfied with their occupational choices. Results showed no pattern of significant relationships between ASVAB scores and job satisfaction but supported the validity of the ASVAB for predicting membership in civilian occupations. (Appendixes include a list of 21 references and some data set items used in the validation analyses.) (Author/YLB)

ED 347 285 CE 061 420

Kline, Charles R., Jr.; Lester, Mark
A Model for Integrating a Job-Aiding, Training, and Performance Assessment System--A Preliminary Concept Paper. Final Technical Paper for Period June-August 1985.
PUB DATE- Feb 88
NOTE- 80p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Oriented Programs; *Evaluation Criteria; *Expert Systems; Job Performance; Learning Modules; *Maintenance; Material Development; *Military Training; Models; *On the Job Training; Postsecondary Education
IDENTIFIERS- *Job Aids

This paper presents a model for an integrated system used for job-aiding, training, and performance assessment for persons who maintain systems of various types. The model is driven by updatable job aids, by integrated human-machine heuristics, and by an expanding matrix of maintenance activities. The model uses the job-aiding base, updated by computer networks and retrieval systems. In the model, this job-aiding system is part of an expert system. All inputs and outputs are envisioned to be in natural, human languages presented in a user-friendly series of displays and menus. The model also provides for training and performance assessment. To create training modules, the computer subsystem implements the appropriate job aid by presenting it in a training frame. To create a performance assessment battery, the computer subsystem presents the job aid after filtering it through a linguistic transformation that turns it into a case study or, if appropriate, a series of questions. The paper includes 52 references. (Author/KC)

ED 347 286 CE 061 421

Leung, Kam-Fong
A Study on Hong Kong's Experience in Promoting Non-formal and Quasi-formal Education Programmes for Adults. Surveys and Studies.
PUB DATE- Dec 89
NOTE- 43p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Adult Education; Adult Literacy; *Adult Programs; Economic Development; Foreign

program perceived as helpful by both employees and supervisors. The importance of sensitivity to the complexities of plant culture also emerged. (The 60-page report is followed by the external evaluators' report, literacy task analysis, publicity and dissemination materials, instructor training materials, sample math and communications lessons, 6-week course administrative materials, learner background and assessment forms, recruitment materials, workshop materials, and program evaluation materials.) (YLB)

ED 347 303 CE 061 507

Webb, Roger
Who Are NEC's Invisible Students? A Report of a Student Profile Survey 1989/90.
PUB DATE- 91
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Adult Students; *Distance Education; Educational Research; Employed Women; Extension Education; Females; Foreign Countries; Individual Characteristics; Males; School Holding Power; *Student Characteristics; *Student Educational Objectives; Student Interests; *Student Motivation; Student Participation
IDENTIFIERS- England; *National Extension College (England)

A survey of 335 students (33.5% response) enrolled in the National Extension College (NEC) revealed that the proportion of women students increased significantly; two-thirds of NEC students were women. The mean age of NEC students stayed relatively constant. The proportion of employed women was relatively high; the proportion of employed men was lower than expected. A large proportion of male students was retired. NEC students came increasingly from administrative, management, and office occupations. Since 1984, students with low prior educational qualifications increased in proportionate size. The principal reasons for studying with NEC remained unchanged and were traditional reasons for studying by open learning: being able to study in one's own time, at one's own pace, and at home. Women took their most recent course for employment- or career-related reasons, men for personal interest. Among those students preparing for a future career change, women were hoping to become teachers or lecturers; the biggest area of career change for men was to administrative or management jobs. The proportions of men and women who sought financial assistance were identical. Women found fee payment difficult more frequently. Most students studied solely with NEC materials and an appointed tutor. Gender had a significant impact on reasons for lack of progress in a course. Most were studying with NEC for the first time. For three of four students, their current studies were part of a longer-term study plan. (YLB)

ED 347 304 CE 061 512

Brobeck, Stephen
Student Consumer Knowledge: Results of a Nationwide Test.
PUB DATE- Sep 91
NOTE- 37p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Reports - Research/Technical (143)

Statistical Analysis

Over 20.7 million jobs, or 19 percent of total U.S. employment, were classified as farm and farm related in 1987, but many were only peripherally related to agriculture. Almost 71 percent of these jobs were in metropolitan areas. Gains in total agricultural employment were limited to farm-related industries, whereas farm production jobs continued to decline. The number of farm proprietors diminished in reaction to labor-saving technological advancements and periods of unfavorable economic conditions in agriculture. Gains in agricultural service jobs and farm wage and salary positions limited the sector's employment loss in some regions. Job gains were generally in specific industries within the sector and were limited to metropolitan areas during 1986-87. Non-metropolitan areas lost processing and marketing jobs more slowly than metropolitan areas during downturns in the sector and gained jobs more quickly during periods of expansion. However, more processing industries lost than gained jobs since 1975. Wholesale and retail trade industries, peripherally related to farming, benefited from growth in population and increased consumer purchasing power. Indirect agribusinesses gained almost 400,000 jobs between 1975 and 1987. Many of these jobs were in metropolitan areas, far removed from the farm. (Four tables and 12 figures are provided. Appendixes include a technical glossary and 22 tables on regional employment.) (YLB)

ED 347 323 CE 061 545

Castaldi, Teresa
The Influence of Worker Education Programs on Job and Life Skills. Case Studies from the Workplace Education Program of the Central Labor Council and the Consortium for Worker Education.
PUB DATE- 92
NOTE- 40p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Adult Literacy; Case Studies; Goal Orientation; Illiteracy; Instructional Effectiveness; Interviews; Job Analysis; Job Performance; *Job Skills; *Job Training; *Labor Education; *Literacy Education; *Outcomes of Education; Participant Satisfaction; Student Development; Student Improvement; Unions
IDENTIFIERS- *Workplace Literacy

Case studies were developed and analyzed during the spring and summer of 1991 for 10 workers participating in workplace classroom training. These adults were nominated by their respective labor unions because they provided good illustrations of how workplace educational programs can affect literacy and job performance. Descriptive methods used to collect and record data were interviews, a background questionnaire, and a daily log sheet of job activities for 2 consecutive days. Students translated these log sheets into job/task analysis records and indicated the extent to which job tasks were affected by the literacy courses taken. All students noted improvement in oral, written, and reading skills, which enhanced their own self-esteem and allowed for greater opportunities on the job and in their everyday life. Those workers who took technical courses noted progressive development in technical abilities. Job performance improved whether the course was relevant to all aspects of their work or not. Students became more future-oriented and articulated personal and family goals. Parents influenced their children to processing that is required for knowledge acquisition and use. Five dimensions of thinking can be used as the focus for an intellectual processes curriculum: thinking processes, core thinking skills, critical and creative thinking, metacognition, and the relationship of content to thinking. Intellectual processes, however, cannot be taught separately from subject knowledge. A framework for the development of an intellectual processes curriculum would: (1) identify goals; (2) develop an instructional model; (3) build on five instructional principles for developing intellectual processes (help students organize their knowledge; build on what students already know, facilitate information processing, facilitate deep thinking, and make thinking processes explicit); (4) enhance the role of the teacher as facilitator; and (5) develop an evaluation process. Constraints to developing an intellectual processes curriculum include criticism for the narrowness of the curriculum, charges of "playing school or scientist," and apparent neglect of content knowledge. (24 references) (KC)

ED 347 343 CE 061 578

Kallembach, Sheri, Comp.; And Others
Teen Parents: Selected Resources for Vocational Preparation. Volume 2.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Jul 92
NOTE- 121p.; Developed by the Technical Assistance for Special Populations Program (TASPP), University of Illinois. For volume 1, see ED 324 415.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Articulation (Education); Clearinghouses; Computer Managed Instruction; Curriculum Guides; Databases; Demonstration Programs; Disabilities; Disadvantaged; *Early Parenthood; Employment Experience; *Job Skills; *Job Training; Legislation; Limited English Speaking; Policy Formation; Program Administration; *Resource Materials; Services; Special Education; Special Needs Students; Vocational Education

This document lists resources for professionals assisting with the educational and career/vocational needs of teen parents. Publication entries are categorized by the following cluster headings of the common components of exemplary programs: program administration, curriculum and instruction, comprehensive support services, formalized articulation and communication, and occupational experience. Resources on general literature, legislation, and policy studies are also provided. Materials contained in this document include the following: publications; newsletters; agencies; associations; organizations; centers for educational information/services; clearinghouses; computer-based information networks; databases; exemplary Vocational Special Needs Programs; National Network for Curriculum Coordination in Vocational and Technical Education; state vocational and technical education curriculum centers; Office of Educational Research and Improvement (OERI) Regional Educational Laboratories; state directors of vocational education; state personnel responsible for vocational education for persons with handicaps, disadvantages, and limited English proficiency; and National Association of State Directors of Special Education, Inc. For each entry, an annotation, price, ordering information, and address are provided. Title and author indexes are provided. (NLA) proofreading; professional development; job search; beginning technical typing; UNIX; UNIX word processing; telephone techniques; business English; and technical typing, part 2.) (YLB)

ED 347 360 CE 061 602

Potts, Meta W.
A Strengths Model for Learning in a Family Literacy Program.
PUB DATE- 5 Mar 92
NOTE- 34p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Competency Based Education; *Family Characteristics; *Family Relationship; *Intergenerational Programs; *Literacy Education; Models; Parent Child Relationship; Parent Role; Positive Reinforcement
IDENTIFIERS- *Family Literacy

Family literacy programs are developed on the premise that the important relationships between children and adults affect literacy achievement and activity. The programs bring parents and children together in a teaching and learning environment. The critical teacher in a child's life is the parent. Family programs support and strengthen family functioning; family strengths become the focus for curriculum design and implementation. The "Strengths Model" for learning builds upon the parents' existing knowledge; beliefs; and powers of body, mind, and spirit. The model is based on healthy traits of families, connecting those traits to the development of literacy. The model creates awareness of healthy family traits and develops competencies to enhance those traits. Programmers should develop a curriculum that focuses on students' strengths in order to help them become more successful family members. (This document includes the following: guidelines for a "strengths-minded teacher," grounding curriculum in the group culture, connecting family interest and practice to literacy development, reading and writing activities, and a list of 34 resources. Six appendices contain a genogram, gifts to give and receive, adult life-cycle stages, healthy family traits, using literacy as a basis for discussion of family strengths, and a parent/child interaction graph.) (NLA)

ED 347 361 CE 061 605

Stevens, Paul
Win That Job! 10th Anniversary Edition.
PUB DATE- 91
NOTE- 226p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Career Change; Employment Interviews; Foreign Countries; Job Application; *Job Search Methods; Job Sharing; Networks; *Resumes (Personal); Search Strategies; Self Evaluation (Individuals); Stress Management
IDENTIFIERS- Australia

This book provides practical information on obtaining a job. Though it is published in Australia, 11 chapters introduce a universal range of job search methods, presenting: the veteran college student, especially the practically insurmountable psychological and social adjustments required of the returning Vietnam veteran. (YLB)

ED 347 382 CE 061 647

Torres, Robert M.; Garton, Bryan L.
A Program for the Preparation of Preservice Teachers of Agricultural Education.
PUB DATE- Jul 91
NOTE- 82p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Admission Criteria; *Agricultural Education; College Faculty; Curriculum Design; Educational Facilities; Educational Resources; Higher Education; Instructional Design; *Preservice Teacher Education; *Program Design; Program Evaluation; Secondary Education; Teacher Role
IDENTIFIERS- *Preservice Teachers

A proposal for a preservice agricultural education teacher preparation program involves the examination of seven aspects: (1) role statement; (2) curriculum; (3) instruction; (4) facilities and resources; (5) student selection; (6) faculty; and (7) evaluation. Agricultural teachers have many roles: facilitator of learning; program developer; administrator; decision maker/problem solver; understander of the learner; professional and scholar; role model; and disciplinarian. The curriculum should link general education, specialty studies, professional studies, and clinical and field-based experiences to support teacher preparation. Teacher educators may use a number of instructional alternatives in teaching abilities, concepts, skills, and attitudes. Proper resources and facilities are required to teach with a variety of instructional alternatives. Information about instructional and support facilities, instructional equipment, and off-campus facilities will serve as a framework for organizing recommendations for an agricultural education program. The most commonly used criteria for admission into teacher preparation programs are grade point averages, interviews, formal applications, physical examinations, speech tests, written language tests, and standardized tests. Faculty selection is the key to a successful preservice program. Program evaluation provides a solid foundation for decision making, planning, and implementation. (This document includes 9 tables, 5 figures, and 47 references.) (NLA)

ED 347 383 CE 061 650

Clagett, Craig A.; McConochie, Daniel D.
Accountability in Continuing Education: Measuring Noncredit Student Outcomes.
PUB DATE- 91
NOTE- 7p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Accountability; *Accreditation (Institutions); *Continuing Education; *Continuing Education Units; Databases; Educational Needs; *Noncredit Courses; Outcomes of Education; Postsecondary Education; *Program Development; Standards;

*Continuing Education; *Course Selection (Students); Educational Attainment; Educational Mobility; Educational Needs; Educational Research; *Enrollment Influences; Foreign Countries; Goal Orientation; Lifelong Learning; *Motivation; *Student Educational Objectives

IDENTIFIERS- Great Britain

A sample of approximately 50 educational organizations in England and Wales were invited to supply statistics or other information regarding where adults start their return to learning. Approximately two-thirds responded and also commented on the feasibility of collecting such data. Responses indicated a lack of "hard" quantitative information on adult learning routes. A finding was that existing student data may give a misleading picture of educational progression between different types and levels of learning simply because organizations do not ask for this kind of information. The project also examined what kind of evidence there was of movement between different forms and levels of learning and its implications. A preliminary issue was examination of expressed motives for learning. Much evidence indicated that adults engaged in learning for mainly instrumental reasons. The available quantitative evidence on progression from uncertificated learning to higher levels of study was limited and inconclusive. Evidence indicated that adult progression from a general adult or community education starting point to more advanced levels of education/training depended less on the subject or level of the initial course than on a range of diverse factors and preconditions, including personal factors, institutional linkages, and student support services. (Appendixes include a sample of responses to the 1991 White Paper "Education and Training for the 21st Century" and a 26-item bibliography.) (YLB)

ED 347 402 CE 061 687

Kerka, Sandra

Multicultural Career Education and Development. ERIC Digest No. 123.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 92

NOTE- 4p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- Career Choice; *Career Development; *Career Education; Communication Skills; Counselor Role; Cultural Background; *Cultural Differences; Higher Education; Locus of Control; *Multicultural Education; Nonverbal Communication; Secondary Education; Self Concept; Socialization; Teacher Role

IDENTIFIERS- ERIC Digests; Multicultural Counseling

The purpose of multicultural career education and development is to foster positive self-concepts and career choices regardless of cultural background, encourage understanding of cultural groups' contributions, and develop effective intercultural communication skills. The attitudes, values, opinions, and beliefs with which a person perceives the world are influenced by cultural heritage and life experiences. Different combinations of Locus of Control and Locus of Responsibility affect the formation of world view, which influences self-concept and career choice. Members of a group have different characteristics; people are a product of gender, ethnicity, and individuality. Another difference is nonverbal communication

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aggression; College Students; Community Colleges; *Humor; *Moral Development; Sex Differences; Student Attitudes; Two Year Colleges

Intuitively, it would seem that moral development and aggressive humor address many of the same issues in that both are concerned with judgments about interpersonal conflict and inequality of exchange. This study examined the relation between level of moral development and appreciation of aggressive humor. Community college students (N=190) were assessed for moral development using the Defining Issues Test, a standardization of Kohlberg's formulation. In addition subjects rated 11 insult jokes for funniness and justifiability of aggression. A hierarchical linear model was used to analyze the relation among the variables. Results showed that the relation of justifiability to funniness was moderated by level of moral development. In addition, justifiability related differently to funniness for males and females. Finally, the relation of level of moral development to funniness differed for males and females. The results of this study lend support to the hypothesis that the relation between funniness and justifiability of aggression of insult jokes is dependent upon level of moral development. Appreciation of aggressive humor was more related to justifiability of the aggressive content for high moral development subjects than for low moral development subjects. In addition, justifiability of aggression was a more important consideration in humor appreciation for males than for females. Finally, there were greater differences in appreciation of aggressive humor across levels of moral development for males than for females. (ABL)

ED 347 421 CG 024 349

Walz, Garry R., Ed.; Ellis, Thomas I., Ed.
Counseling and Guidance in the Schools: Three Exemplary Guidance Approaches. Reference & Resource Series.
PUB DATE- 92
NOTE- 73p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Counseling Services; Elementary Secondary Education; Program Design; *School Counseling; *School Guidance

This book describes three guidance programs which have a solid conceptual foundation and have been field validated through extensive and successful use in school programs across the country. The first chapter presents "The Comprehensive Guidance Program Model" by Norman C. Gysbers. This guidance program model reintegrates guidance into the curriculum and redefines the counselor's role and duties in the context of the overall guidance program. This program aims to set up a guidance curriculum to integrate the work of school counselors into the educational mainstream. The second chapter presents "The Teacher Advisor Program" by Robert D. Myrick and Linda S. Myrick. The assumption behind this program is that each student needs a friendly adult in the school who knows and cares about him or her in a personal way. The advisors help their advisees deal with the problems of growing up and getting the most out of school. The third chapter presents "Invitational Learning for Counseling and Development" by William W. Purkey and John J. Schmidt. This program seeks to redress the forbidding school

Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescents; Coping; Counseling Techniques; Creativity; Decision Making; Emotional Development; Ethics; *Interpersonal Competence; Problem Solving; Secondary Education; *Secondary School Students; Self Esteem
IDENTIFIERS- *Self Awareness

This guide is intended to facilitate the personal and social development of students in 7th through 12th grades. A suggested program cycle is described which includes these parts: assess needs; select goals; select objectives; select strategies; implement program; reassess needs; reflect; and begin new cycle. The guide is divided into sections focusing on eight goals. These goals are included: (1) to increase self-awareness; (2) to develop self-esteem; (3) to improve social interaction skills; (4) to develop problem-solving and decision-making skills; (5) to improve coping ability; (6) to develop ethical standards; (7) to develop independent functioning; and (8) to develop creativity. Within each goal objectives and strategies are described. Objectives range from relating positively to new people to tolerating competition within and between groups. Over 100 strategies are listed for the 7 goals. Each section on an individual objective includes a resource activities list which lists specific exercises from sources other than this guide. An appendix lists the sources for these activities and includes the addresses of publishers and distributors. A feedback form, list of publishers and distributors of commercial assessment instruments, and a discussion of the historical background of personal growth education are included in the appendix. (ABL)

ED 347 441 CG 024 369

Young, Elaine; Frelow, Robert D.
I Am a Blade of Grass: A Breakthrough in Learning and Self-Esteem.
PUB DATE- 89
NOTE- 171p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Individual Differences; Individual Power; *Learning Strategies; *Self Esteem; *Teacher Student Relationship; *Teaching Methods

This book presents an approach to learning that builds on trust and personal regard. It is based on the experiences of a second grade teacher and relates anecdotal experiences. Chapter I discusses beginning the transference of power, pre-planning for the school year, and creating an environment. Chapter II discusses building trust, focusing on making the learners ready to learn, getting to know them, listening, learning to make choices, and problem solving. Chapter III discusses sharing feelings and presents a day-by-day account of a week-long event that affected and inspired a whole class. Chapter IV discusses discovering interests and developing the theme. This chapter focuses on recognizing interests, brainstorming, refining interests, developing projects, identifying resources, and choosing the theme. Chapter V focuses on tying together the thinking skills, including naming and developing thinking skills through theme activities. Chapter VI describes covering the curriculum as it relates to the theme and relating the projects to specific curriculum areas. Chapter VII discusses becoming a lifetime learner. An appendix presents a yearly guide for using helpful ideas with a class. It follows a chronological sequence, beginning with what to do during the ability, and, under certain conditions to limit hope for the future. Thus, this conceptualization of the cognitive effects of alcohol use could have value in understanding the alcohol-suicide relationship across levels of use from "social" consumption to alcoholism. It can be suggested that the cognitive concomitants of suicidal behavior could result from alcohol use or be exacerbated by alcohol use. Alcohol use could be conceptualized as having a reciprocal relationship with everyday life challenges. The effects of these challenges for alcohol abusers may be exacerbated by the pharmacological and social/environmental effects of prolonged use. The resulting myopic effect of alcohol consumption, regardless of level of use, may lead the user to an increased focus on his/her problems, and in the presence of suicidal ideation, result in suicidal behavior. (ABL)

ED 347 461 CG 024 391

Nelson, Lori J.; And Others
Sex Differences in Perceptions of the Implications of Power.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 4 Apr 92
NOTE- 12p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (63rd, Boston, MA, April 3-5, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Higher Education; *Individual Power; *Sex Differences; Social Values; Student Attitudes

Values are guiding principles in an individual's life that transcend situations and guide selection and evaluation of behaviors and events. Frequently women are assumed to be less likely than men to make use of power. Several explanations may account for any sex differences in power values or power behavior. Women have not traditionally been expected nor socialized to seek power or authority. Women are also not expected to desire power. In this study college students (N=83) in an introductory psychology course at Shippensburg University (Pennsylvania) responded to questions about their values and their attitudes on two issues, outlawing abortion and legalizing prostitution. Women placed more importance on benevolence and universalism values; however, only men seemed to view a contradiction between their own power and universalism. Women and men also had different beliefs about the implications of outlawing abortion and legalizing prostitution for their own power, and these beliefs seemed to influence their attitudes on these issues. In this study women placed more importance on the self-transcendent values than men did. However, these women seemed to have found a balance between self-transcendence and self-enhancement; they did not perceive a trade-off between the two. (ABL)

ED 347 462 CG 024 392

Petry, John R.; Kenney, Gordon E.
Project About Face: Evaluation Report.
SPONS. AGENCY- Tennessee State Dept. of Finance and Administration, Nashville.
PUB DATE- 31 Aug 92
NOTE- 75p.; For related document, see ED 339 935.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

ED 347 482 CG 024 482

Hinkle, J. Scott
Family Counseling in the Schools. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Counselor Role; Counselor Training; Elementary Secondary Education; *Family Counseling; *School Counseling; *School Counselors
IDENTIFIERS- ERIC Digests

School counselors are beginning to find family counseling an effective and needed skill. Moreover, family counseling represents a distinctive alternative for resolving persistent problems in the schools. Re-training opportunities for school counselors wanting to engage in family counseling have been limited. With appropriate training, administrative support, and flexible work hours, school counselors can provide an effective and efficient service to children, their families, and the schools. (ABL)

ED 347 483 CG 024 483

Benshoff, James M.; Lewis, Henry A.
Nontraditional College Students. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adults; *College Students; Higher Education; *Nontraditional Students; Student Needs; *Student Personnel Services
IDENTIFIERS- ERIC Digests

Nontraditional college students are causing institutions of higher learning to re-think the focus of academic and student affairs programs. Nontraditional students have needs that differ from traditional-age students. The willingness of institutions to modify existing programs and develop new services geared to adult populations will have a positive impact on their ability to attract, serve, and satisfy the educational needs of adult students. (ABL)

ED 347 484 CG 024 484

Hinkle, J. Scott
School Children and Fitness: Aerobics for Life. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Counselor Role; Elementary School Students;

PUB DATE- 30 Jun 92
NOTE- 69p.; For earlier reports in this project, see ED 327 845, ED 329 908, and ED 336 734.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitude Measures; Early Intervention; Educational Research; Foreign Countries; Grade 1; *High Risk Students; Interviews; Primary Education; Program Evaluation; *Reading Instruction; *Teacher Attitudes; *Writing Instruction
IDENTIFIERS- Manitoba (Winnipeg); *Teacher Surveys

A study evaluates the effectiveness of the third year of the Reading/Writing Immersion (R/WI) project in Manitoba designed to assist first-grade teachers in becoming more effective at working with students who are at-risk of failing to develop the reading and writing performance expectancies the teachers had for them. Subjects, the six remaining participating teachers in the project, were interviewed on a one-to-one basis. Interview data were organized into 11 topic areas: (1) meetings; (2) professional skills; (3) university personnel; (4) student support branch and principal support; (5) classroom teacher-resource teacher relationships; (6) R/WI classroom activities; (7) R/WI activities in the school; (8) student progress; (9) school conditions needing change or improvement; (10) final opinions about the Reading/Writing Immersion project; and (11) continuation of the project. Results indicated that the comments from the participating teachers were generally very positive and that the goals and the objectives of the project had been met. Thirty-six recommendations were presented based on the interview data. (The teacher interview schedule is attached.) (RS)

ED 347 508 CS 010 981

McGlinn, James E.
Telecomputing and Children's Literature.
PUB DATE- May 91
NOTE- 17p.; Paper presented at the Annual Meeting of the International Reading Association (36th, Las Vegas, NV, May 6-10, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Childrens Literature; Class Activities; College School Cooperation; *Electronic Mail; Elementary Education; Higher Education; Information Networks; Student Participation
IDENTIFIERS- Charlottes Web; *FrEdMail; University of North Carolina Asheville

Because telecomputing can be such a powerful tool for stimulating communications among students, it is important for teachers to learn how to apply this technology in their classrooms. Free Educational Mail (FrEdMail) is an electronic network through which K-12 students, teachers, and administrators in the United States and other countries can use computers to communicate with each other using the telephone lines. The equipment required includes a micro-computer with a single disk drive and a modem. A communications software program and a word processing software program are also required. A simple beginning project that can help familiarize teachers and students with telecomputing is to survey other members of the FrEdMail network concerning particular works of children's literature. More in-depth projects are also possible. Education students at the University of North Carolina at Ashville comprehension and interpretation that occurred. The first and second journal entries for each text were compared in terms of discourse organization, the syntactic cast favored by the journal writers in topic expansion, and the lexicon. The topics identified in the first entries covered several categories including queries; comments on linguistic difficulty, drawbacks, and merits; comments on title relevance, plot structure and emotional impact; personal reactions to characters; and moral judgments. These first entries are quintessential examples of expressive writing, normally frowned upon in the classroom. Second entries were considerably more focused, with accompanying mature syntax and lexical choice. This suggests that the previous expressive writing had a definite role in the transformation, although there was no evidence that the journal was responsible for any cultural transformation. (PRA)

ED 347 529 CS 213 379

Fleckenstein, K.
Seeing, Feeling, Evoking: Imagery and Aesthetic Involvement.
PUB DATE- Mar 92
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Aesthetic Values; Class Activities; Higher Education; *Imagery; Language Skills; Literature Appreciation; *Reader Text Relationship; Reading Writing Relationship
IDENTIFIERS- *Aesthetic Reading; *Reading Theories

Louise Rosenblatt differentiates between two reading transactions: efferent reading, or concentrating on the information in a text, and aesthetic reading, a holistic process by which the reader "lives through" a text-world event. Current research in the whole language approach to reading instruction attests to the growing stature of aesthetic reading. Teachers should seek classroom approaches that foster a holistic evocation of literary texts, and one methodology for doing this involves the use of imagery. First, imagery fosters the fusion of cognition and affect, a process crucial to aesthetic reading. Secondly, the holistic and synchronic nature of imagery indicates its importance for nurturing global contextualization. Research indicates that imagery is by its very nature holistic. To investigate the function of imagery in aesthetic reading, 30 hours of protocols produced by 5 subjects engaged in pleasure reading were examined to determine how these readers used imagery to enhance their aesthetic transactions with the texts. Based on the results, a series of activities were elaborated which would foster readers' emotional involvement with texts. First, students were asked to pause at intervals to record the images evoked as students read; second, they were asked to draw any memorable image they had of the text-world--a focus on imagery which provided imagistic gaps; and third, students were asked to write a description of what the story felt like to them because describing images instead of assigning meaning allowed the students to be flexible. Class discussion augments these activities, after which students return to the texts. Drawings of images were created by the students and shared with the class, amid much laughter. The intensely recursive movements

Roen, Duane H.; McNenny, Geraldine
Collaboration as Plagiarism--Cheating Is in the Eye of the Beholder.
PUB DATE- Mar 92
NOTE- 26p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Cheating; Community Role; *Discourse Modes; Higher Education; Intellectual Property; Moral Issues; *Plagiarism; *Scholarship; Writing (Composition); Writing Evaluation; Writing Instruction
IDENTIFIERS- *Collaborative Writing; Rogers (Carl)

Negative attitudes toward collaborative writing are common, especially in the humanities, and some people view it as a form of plagiarism or cheating. Plagiarism, or the borrowing of ideas from other writers, can be both conscious and unconscious, and can stem from a variety of motives. Even single-authored works are products of many minds, representing a web of "intertextual traces," as numerous critics have argued. Most writers, in fact, admit explicitly or implicitly that they have had lots of help with the writing. Since consciousness and language are social constructs, individual utterance is never entirely original, so that to some degree all writers are plagiarists. The case of Carl Rogers, his influence on subsequent theorists, and the failure to acknowledge Rogers' great influence, although unintended, illustrates the extent of plagiarism. Such lapses in attribution mark recent feminist scholars working in the field of composition theory. Scholars have too often viewed their ideas as a kind of intellectual private property which they alone own, an idea, as Karl Mannheim argues, that makes those who adhere to it "stupid" in the sense that it objectifies the scholar's ideas and leads him/her to take a rigidly defensive stance about them. Also scholars often evade references to collaboration by writing without a sense of location, as if their assumptions were self-evident. Part of the solution to these problems is a stronger sense of true collaboration, in which ideas are everyone's, not just one person's. Focus would then be placed on connections, or "reciprocal interrelationships," thus emphasizing social utility as against private and exclusive gain and bringing about harmony between individual minds and the civilization in which they think. (Notes and 62 references are attached.) (HB)

ED 347 549   CS 213 447

Stewart, Margaret E.; Palcic, Ronald A.
Writing To Learn Mathematics: The Writer-Audience Relationship.
PUB DATE- Mar 92
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Audience Awareness; *Content Area Writing; Elementary School Mathematics; Grade 3; Higher Education; Letters (Correspondence); Mathematics Education; Preservice Teacher Education; Primary Education; *Student Attitudes;

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Environment; Educational History; Elementary Education; Higher Education; *Psychiatry; Teacher Attitudes; *Teacher Student Relationship; *Writing Instruction; *Writing Research; Writing Teachers
IDENTIFIERS- Britton (James); *Composition Theory; *Winnicott (Donald W)

Recent writing theorists have recommended the use of collaboration and workshop techniques in writing classrooms, and the clinical experience of Donald C. Winnicott lies at the heart of this current thinking about collaborative classrooms. Winnicott's observations of mothers and infants produced a respect for families and a skepticism about the role of the physician. Winnicott's confidence in the patient and his detached observation with minimal interference had an important influence on James Britton. Britton was especially receptive to these new ideas because he valued the importance of fantasy in children's lives. Britton and his colleagues subsequently attempted to stimulate classroom research on how children actually learn to write, developing new methods and innovations. Britton believed in the inherent creativity of children and felt that traditional teaching inhibited student creativity. Thanks to Britton's influence, a whole generation of research-scholars have adapted Winnicott's techniques for the composition classroom. Lucy Calkins' work provides a remarkable example of Winnicott's techniques at work, although she never mentions either Winnicott or Britton. The connections between Calkins and Winnicott, though indirect, suggest a growing consensus among researchers. Even advanced writing programs can benefit from the techniques initiated by Winnicott. In short, numerous researchers have benefitted from Winnicott's influence and techniques, and his continued influence can only improve the current writing classroom environment. (Twenty-nine references are attached.) (HB)

ED 347 568 CS 213 477

Molberg, Diane R.
Ethical Reasoning: A Heuristic Approach for Business Educators.
PUB DATE- Apr 92
NOTE- 22p.; Paper presented at the Annual Association for Business Communication Western Regional Conference (San Diego, CA, April 2-4, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Business Communication; *Business Education; *Ethical Instruction; *Ethics; *Heuristics; Higher Education; Moral Values; *Technical Writing; *Thinking Skills; Writing Instruction
IDENTIFIERS- *Business Ethics; Process Approach (Writing)

For the teaching of business report writing, ethical reasoning can be used as a heuristic for thinking that will encourage a more effective communication pattern for business students. Writing processes can be applied to thinking processes to help students approach theoretical concepts, make decisions, and write more effective business reports. A first step consists of demonstrating that the students themselves are ethical

functional relation between an environmental and a behavioral variable? and (3) What are the quantitative values associated with these relationships? While time-series methods are helpful in answering particular kinds of questions, it would be a mistake to conclude that these methods should be employed in all situations. (Four graphs are attached.) (RS)

ED 347 584 CS 507 843

Scott, Craig R.
Using Group Decision Support Systems in Teaching the Small Group Communication Course.
PUB DATE- Feb 92
NOTE- 31p.; Paper presented at the Annual Meeting of the Western States Communication Association (63rd, Boise, ID, February 21-25, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computers; *Decision Making; Higher Education; *Interpersonal Communication; Research Needs; *Small Group Instruction
IDENTIFIERS- *Group Decision Support Systems; San Diego State University CA; *Small Group Communication

The nature of group decision support systems (GDSS), its key advantages, and the experience of using it with several classes help illustrate that this type of computer technology can serve an important function in supplementing instruction of the small group course. The primary purpose of a GDSS is to improve group decision-making and effectiveness by removing communication barriers, providing structuring techniques for decision analysis, and systematically directing the pattern, timing, and content of group discussions. Advantages of GDSSs in education include: (1) text printout and automatic data storage; (2) availability of structured tools; (3) combination of face-to-face and electronic communication; (4) opportunity for repeated use as a supplemental form of instruction; (5) greater equality of participation; and (6) anonymity. The biggest drawback of GDSS is that it is not yet widely available. The experience of various classes at San Diego State University (California) indicates that the usage rates and role, process, and outcome satisfaction were high. The use of GDSS in small group communication courses deserves further exploration, research, and incorporation. (A diagram of an Electronic Boardroom GDSS is included; 24 references are attached.) (RS)

ED 347 585 CS 507 846

Richardson, Larry S.
Reaching Out into the Community through Forensics: Creative Approaches.
PUB DATE- 1 Nov 91
NOTE- 12p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Competition; *Debate; Higher Education; High Schools; Public Speaking; School Community Programs; *School Community Relationship
IDENTIFIERS- *Debate Tournaments

but such a paradigm is problematic for a number of reasons. The policy has also been justified through analogy to Title VII of the Civil Rights Law, but this has been rejected in courts. Supporters of anti-discrimination codes have failed to give full consideration to these codes as censorship. Civility can not be legislated, and too much codification and litigation is detrimental to higher education. (Fifty-seven notes are attached.) (HB)

ED 347 604 CS 507 882

Messaris, Paul
A Visual Test for Visual "Literacy."
PUB DATE- 2 Nov 91
NOTE- 19p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Advertising; Audience Awareness; *Audience Response; *Communication Research; *Critical Viewing; Film Study; *Media Research; Persuasive Discourse; Research Methodology; *Visual Literacy
IDENTIFIERS- Research Suggestions; *Visual Manipulation

Four different principles of visual manipulation constitute a minimal list of what a visually "literate" viewer should know about, but certain problems exist which are inherent in measuring viewers' awareness of each of them. The four principles are: (1) paraproxemics, or camera work which derives its effectiveness from an analogy to the real-world domain of spacial communication; (2) false continuity, a basic premise behind most narrative editing which joins two shots together in an illusionistic coherence; (3) implicit propositionality, in which an analogy is implied by juxtaposing two or more images; and (4) associational juxtaposition, a core strategy in advertising in which an image of the product is juxtaposed with an image of a person, object, or situation evoking positive feelings. The major difficulty in measuring these aspects of visual literacy is determining how to tap into these processes without resorting to verbal or written responses. Attempts to succeed must ensure that measurement of visual literacy is not confounded by linguistic competence. One technique features classification, or tasks involving some form of sorting of images, and it is currently being used in a variety of ways to measure these principles. Finally, a procedure has been developed to gauge the extent to which viewers are aware of the uses of associational juxtaposition in magazine advertising. Future research in this area can explore the ways prior experience leads to greater awareness, and to what extent visual literacy makes viewers more resistant to visual manipulation. (HB)

ED 347 605 CS 507 883

Gaulard, Joan Marie
Corporate Imaging: Teaching Communication Strategies for Reaching Internal and External Publics.
PUB DATE- Apr 92
NOTE- 12p.; Paper presented at the Annual Western Regional Conference of the Association for Business Communication (San Diego, CA, April 2-4, 1992).
LANGUAGE- English

DESCRIPTORS- Cohort Analysis; *Decentralization; Educational Change; Elementary Secondary Education; Fiscal Capacity; Policy Formation; Politics of Education; Public Schools; *School Based Management; *School District Size; School Effectiveness; *School Restructuring; *Small Schools; State School District Relationship; Statewide Planning

IDENTIFIERS- *New York

A group of 442 New York district jurisdictions (which are overwhelmingly rural but have some "metropolitan" county locations) with 2,500 or fewer pupils are subdivided by size (1,100 or fewer pupils, 210 rural or metropolitan sites; 1,100-2,500 pupils, 212 rural or metropolitan sites; and 20 small city or metropolitan sites of 2,500 or under pupils) and compared as a modified single system. The specific questions of the analysis were the following: (1) Do small K-12 districts, subdivided by size, differ systematically from one another according to select academic or fiscal variables? (2) Does the district size of 500 or fewer pupils or location in "metropolitan proximity" to New York's 5 biggest cities further erode the possibility of successfully implementing "local site" educational reform operations in select districts? (3) Which districts with fewer than 2,500 pupils are further identified as the "worst" academic districts according to six indices of schooling? (4) Which of these smaller (under 2,500 pupils) districts would be further classified as "true 1990s fiscal hardships" according to 6 economic indices? and (5) Which of these smaller districts (under 2,500 pupils) enjoy a special compensation to true redistribution of state aid resources under categories of "high tax" and "reorganization incentive" districts? Findings confirm patterns of systemic difference and specific particularity within the statewide system. Appended are five charts and a select glossary. (41 references) (MLF)

ED 347 624 EA 023 993

White, Dorothy J.; And Others

Minority Leadership Training: Evaluation and Analysis of a Five-State Program. An Interim Report.

PUB DATE- Apr 92

NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Black Leadership; Blacks; Elementary Secondary Education; Factor Analysis; *Leadership Training; *Management Development; *Minority Groups; *Professional Development

IDENTIFIERS- African Americans

Findings of a study that evaluated a five-state minority leadership program, the Southeastern Minority Trainer of Trainers Program, are presented in this paper. The Minority Leadership Development workshops were conducted from July 1991 to January 1992 in Alabama, Arkansas, Georgia, Mississippi, and Tennessee. The project goals were to facilitate leadership development among a predominantly African-American population in the region and to determine effective methods for leadership training. A total of 741 workshop participants completed two instruments: a Workshop Participants Survey (WPS) that was administered at the beginning, and a Leadership Attributes Inventory (LAI) administered at the end of the workshops. Factor analysis of the data was compared to an earlier study (Liang, 1990) conducted in Minnesota. In the southeastern

(BRIDGES) of Harvard University (Massachusetts). Four studies derived data from a stratified cluster sample of 273 schools--two quantitative studies focused on division/cluster reforms and school management practices, one case study examined classroom management, and one combined quantitative and qualitative methods to investigate school-community relations. Questionnaires and analysis of student achievement scores provided additional data. Findings indicate that successful implementation of reform depended on the nature of change required, the ways in which the reforms were introduced, and the extent to which support was maintained. Reforms fostered a more active principal role, but reduced school autonomy. Schools with principals taking a more active leadership role experienced improved student achievement. A conclusion is that educational improvement is possible, even in the context of budget constraints and political conflict. Obstacles included personnel policies that allowed frequent rotation of key personnel, reforms requiring joint action, and bureaucracy's reluctance to help the most needy schools. Twenty-six tables are included. The appendix explains the research design and sampling process. (43 references) (LMI)

ED 347 645 EA 024 087

Rugh, Andrea B.; And Others
Teaching Practices To Increase Student Achievement: Evidence from Pakistan. BRIDGES Research Report Series, No. 8.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC.
PUB DATE- Mar 91
NOTE- 41p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Foreign Countries; *Instructional Effectiveness; *Instructional Improvement; Intermediate Grades; Professional Development; *Teacher Effectiveness; *Teacher Improvement; *Teaching Methods
IDENTIFIERS- BRIDGES Project (Harvard University); *Pakistan

Findings of a study that described effective teaching practices in Pakistan elementary schools and made recommendations for improving teacher effectiveness are presented in this paper. The research project was conducted by Basic Research and Implementation in DevelopinG Education Systems (BRIDGES) of Harvard University (Massachusetts). During 1988-89, a total of 63 fourth- and fifth-grade teachers were observed in 32 schools, teaching a total of 265 lessons. The teaching practices of teachers whose students had better achievement test scores than those of other students were compared. Findings indicate that effective teachers were more likely to use systematic logical sequences, which involved implementing synergistic practices, variety, and feedback and monitoring; adapting to their contexts; organizing instructional time; creating an orderly environment; and facilitating independent learning. Policy recommendations are made to formulate a clear statement of objectives; review assessment practices; provide teacher incentives; improve the quality of learning materials; offer practical inservice training; and provide instructional leadership. Seven tables and 17 endnotes are included. (18 references) (LMI)

ED 347 646 EA 024 088

Re:Learning in Pennsylvania: 1990-91. Status Report.

PUB DATE- Apr 92
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992). The appendix may not reproduce well in paper copy.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Curriculum Development; *Curriculum Evaluation; Elementary Secondary Education; *Evaluation Criteria; Evaluation Problems; Foreign Countries; National Competency Tests; Standards; *Student Evaluation
IDENTIFIERS- *England; *National Curriculum

Recent developments for student assessment and national curriculum in England are presented in this paper. The first part offers an overview of the national curriculum, as established by the government-appointed Task Group on Assessment and Testing (TGAT), which identified corresponding levels with statements of attainment. National curriculum assessment, as proposed by the TGAT, led to the development of the Standard Assessment Task instrument in 1991. The role of national curriculum assessment in reporting results is also described. Conclusions are that aggregated judgments of performance pose problems for true criterion-referencing, and that no evidence currently exists as to the effect of curriculum specifications on teaching and learning. Assessment validity is threatened when assessment practices and the curriculum are not changed in conjunction with each other. The appendix (Attainment Target 4: Shape and Space) provides a sample program of study. (8 references) (LMI)

ED 347 666 EA 024 112

O'Sullivan, Rita G.; And Others
When People Who Can Won't: Perspectives on a Teacher Empowerment Project from an Administrator, a Middle Grades Specialist and an Evaluator.
PUB DATE- Apr 92
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Cooperation; Intermediate Grades; Junior High Schools; Middle Schools; Needs Assessment; *Participative Decision Making; *Professional Development; *Program Implementation; Resistance to Change; Teacher Attitudes; *Teacher Improvement
IDENTIFIERS- *Teacher Empowerment

Outcomes of a teacher empowerment project implemented at a middle school are described in this paper, with a focus on the perspectives of a school administrator, a middle schools specialist, and a university faculty evaluator. The purpose of the project was to improve student achievement through establishing a school improvement team. From the assistant principal's point of view, the process was perceived as "crisis intervention." The middle-school specialist focused on teachers' orientations and the resolution of tensions that emerged during the needs assessment process. Tension negotiation was critical in developing and implementing an action plan that established a sense of ownership. The university evaluator attended to the floundering of the school

DESCRIPTORS- *Educational Change; *Educational Objectives; Foreign Countries; *Governance; High Schools; Institutional Survival; Participative Decision Making; Program Evaluation; *Program Implementation; School Based Management; *School Restructuring

IDENTIFIERS- *Cochrane Iroquois Falls Board of Education ON

Findings of a study that examined the outcomes of longterm institutionalization of school reform are presented in this paper. Project Excellence, implemented in 1984 in a secondary school in Cochrane, Ontario, involved a comprehensive change in curriculum, instruction, and professional roles. An initial evaluation of the program, conducted during the 1988-89 school year, was based on document analysis; interviews with teachers and administrators; and surveys of teachers, parents, students, and support staff. A follow-up study, the focus of this paper, obtained data from interviews conducted with the former principal, the current principal and 2 vice principals, district office officials, 12 teachers, 5 students, and 2 parents. Findings indicate that in its seventh year of operation, structures for teacher participative decision-making and parental involvement had been dismantled and a top-down, laissez-faire administration was in place. Five lessons are highlighted. The case underscores the conclusion that governance structures must withstand the organizational cycles of institutionalization before outcomes of reform can be known. If governance structures lead to improvement, then the prospects for renewal are contingent upon their institutionalization. One figure is included. (18 references) (LMI)

ED 347 687 EA 024 138

Aitken, H. Peter

Leadership, Learning, and Renewal: A Study of the Attitudes and Opinions Expressed by Independent School Heads Concerning Their Own Professional Development.

PUB DATE- Apr 92

NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- Administrator Attitudes; Administrator Responsibility; *Administrator Role; *Board Administrator Relationship; Elementary Secondary Education; *Leadership; Leadership Training; *Principals; *Private Schools; *Professional Development; School Based Management

Findings of a study of independent school heads' needs for and attitudes toward professional development are presented in this paper, with a focus on contextual problems and perceptions of management and leadership. A survey mailed to all 988 member schools of the National Association of Independent Schools (NAIS) in 1989 elicited 500 responses. Telephone interviews were conducted with a small subsample of survey respondents. Findings indicate that school heads identified the promotion of instructional climate and values as their preeminent leadership role, yet they assigned a medium priority rank to curriculum development. They viewed student discipline, teacher evaluation, and financial duties as managerial tasks with limited scopes of leadership. Tensions expressed in regard to management and leadership suggest that: (1) independent schools may be "overmanaged and underled"; and (2) regular assessment

Piagetian Theory; Preschool Education; *Shift Studies
IDENTIFIERS- Japan

The study was designed to investigate the learning processes in discrimination shift learning, in terms of developmental views of "logical manipulation by classification." Tasks comparing sizes of intradimensional value-classes and comparing sizes of interdimensional value-classes were devised in order to measure subjects' levels of logical manipulation. Two groups of Japanese subjects, normal children and children with mental retardation, were each divided into two groups by the scores on the interdimensional task. The two higher groups consisted of children in Jean Piaget's concrete operational stage; the two lower groups were in Piaget's intuitive thinking stage. Results were as follows: (1) in reversal shift learning, there was no difference between higher groups and lower groups; (2) in nonreversal shift learning, the higher group of normal children met the task criterion in fewer trials than the lower group, but there were no differences between the higher and lower groups of children with mental retardation; (3) the lower groups of the normal children and of the children with mental retardation attained reversal shift learning more easily than nonreversal shift learning; and (4) the higher group of normal children exhibited no difference between the reversal and nonreversal shift learning processes. (JDD)

ED 347 708 EC 221 069

Itoh, Hideo
A Study on Developing a Network System for Handicapped Children in the Community.
PUB DATE- Feb 89
NOTE- 10p.; Article includes an English abstract. RIEEC Report is published by the Research Institute for the Education of Exceptional Children.
LANGUAGE- Japanese
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Agency Cooperation; Coordination; *Developmental Disabilities; *Early Intervention; Elementary Secondary Education; Foreign Countries; *Human Services; Intervention; *Networks; Preschool Education; *Screening Tests; Toddlers
IDENTIFIERS- *Japan

In Japan, the educational and treatment facilities for handicapped children in the community have poor interagency communication and lack consistent policies concerning developmentally handicapped children. A community care network is being established for these children in Koganei City, supported by a research institute and a local government. The network is working to: (1) develop a screening system for handicapped children at the age of 18 months; (2) develop an early intervention system for young handicapped children, covering assessment, development of individualized educational treatment programs, development of educational programs for small classes and for use at home by parents, and evaluation of the child's development; and (3) develop a network system for handicapped children, with interagency meetings held on a regular basis. (JDD)

ED 347 709 EC 301 003

Smull, Michael W.; Bunsen, Teresa D.
Projecting Special Education Teacher Need: A Dynamic Supply/Demand Model.
PUB DATE- Jun 88

DESCRIPTORS- *Assistive Devices (for Disabled); Computer Oriented Programs; *Disabilities; *Employment; *Employment Opportunities; Equal Opportunities (Jobs); Foreign Countries; Job Placement; *Technological Advancement; Technology; Training; Visual Impairments; *Vocational Rehabilitation
IDENTIFIERS- Europe (West); Great Britain; Hungary; Israel; Japan

This report focuses on technology training programs for disabled persons, the contributions of access technology to the employment of disabled persons, the ability of traditional rehabilitation centers to train disabled persons for advanced technology occupations, and the placement and employment of disabled persons trained in new technologies. Following an introduction, the second chapter explores the impacts of new technology on the employment of disabled persons and describes the project, conducted by Rehabilitation International and sponsored by the International Labour Office, that resulted in this collection of papers. Subsequent chapters present the papers, as follows: "New Technology Training Programs for Disabled Persons in Great Britain" (Paul Cornes and others); "The Effect of New Technology on the Employment of Blind and Visually Impaired Persons in Four Western European Countries" (Lawrence A. Scadden); "Factors Associated with the Traditional Rehabilitation Centre's Ability To Train Disabled Persons for Advanced Technology Occupations" (Michael J. Leahy and Robert Leneway); "Computer-Based Technology for Disabled Persons in Working Life: A Holistic Approach" (Jan Breding and Ulf Keijer); "The Contributions of New Access Technology to the Employment of Disabled Persons in Japan" (Shinichi Okada and Takeshi Yatougo); "New Technologies and the Employment of Disabled Persons in Israel" (Emanuel) Chigier); "New Technologies and the Employment of Disabled Persons in Four Developed Countries" (Jacques Dawans); and "New Technology in Rehabilitation: A Hungarian Perspective" (Gyorgy Konczei). A final chapter draws conclusions and makes recommendations. (JDD)

ED 347 728   EC 301 339

Cavalier, Al; And Others
Technology To Enhance Special Education: Remediation of Problems in Logical Thinking and Memory. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 85
NOTE- 602p.
LANGUAGE- English
EDRS Price- EDRS Price - MF03/PC25 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; Computer Oriented Programs; Computer Software Development; Elementary Secondary Education; Federal Programs; Intervention; *Learning Disabilities; *Memory; *Metacognition; *Mild Mental Retardation; *Moderate Mental Retardation; Remedial Instruction; Student Evaluation

A federally sponsored project was designed to incorporate a memory-assessment task and a memory strategy into a computer-based instructional system for assessing and assisting in remediating basic memory-processing and metacognitive deficiencies. The project resulted in an instructional system for school-aged children and youth with mild to moderate mental retardation as well as those with learning disabilities. The computer-based system is based upon an ordered recall task with a circular recall strategy. The system breaks the circular recall memory strategy into its component parts, trains each and print and non-print media. (DB)

ED 347 747 EC 301 363

Yap, Kim O.
Concerns, Issues, and Problems in Special Education: A Composite of Perspectives.
PUB DATE- Apr 92
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Definitions; *Disabilities; Elementary Secondary Education; Handicap Identification; Long Range Planning; Mainstreaming; *Needs Assessment; *Program Evaluation; Regular and Special Education Relationship; School Restructuring; *Special Education; *State Programs; *Statewide Planning
IDENTIFIERS- *Hawaii

This study evaluated the special education program of the Hawaii State Department of Education including identification of those program concerns, issues, and problems which need policy or administrative changes or further study. Data collection included document review, onsite interviews with stakeholders, and a questionnaire survey of school level administrators and teachers. A total of 327 learning disabled and emotionally handicapped students were interviewed. A total of 153 special education staff, 94 regular teachers, and 350 parents of students from 21 schools completed a survey in April-May 1990 in addition to 35 individuals from key stakeholder groups such as the State Board of Education and the Department of Human Services. Special education issues identified included: student identification; placement options; learning disabled students; emotionally handicapped students; culturally diverse, minority, and rural students; transition goals; teacher training, certification and retention; and related services. Stressed is the need for a longterm effort to restructure the system with emphasis on integrating special education with regular education. The report identifies top priority issues in the areas of instruction/treatment, mainstreaming, and student identification. Noted are serious definitional problems with respect to learning disabilities and emotional disturbances giving rise to inter-district disparities. Teachers are seen to need assistance in meeting the needs of mainstreamed students. The report also identifies communication gaps among entities serving special education students (e.g., state legislature, board of education, special education parents, and the community at large). Establishment of a database on overall program impact is strongly encouraged. (62 references) (DB)

ED 347 748 EC 301 364

Rosenkoetter, Sharon E.; Wanska, Susan K.
Best Practice in Preschool Screening.
PUB DATE- 14 Apr 92
NOTE- 32p.; Paper presented at the Annual Convention of the Council for Exceptional Children (70th, Baltimore, MD, April 13-17, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

Countries; *Government Role; *Job Training; *Literacy Education; Technical Education; *Vocational Education
IDENTIFIERS- *Hong Kong

This six-chapter report describes Hong Kong's experience in promoting nonformal and quasi-formal education programs aimed at enabling adults, especially those with limited formal educational experience, to engage actively in social activities and cope with the change of employment conditions in the city during its post-World War II growth from 600,000 to 5,000,000 people. Following a brief introductory chapter, chapter 2 provides background on Hong Kong, including its political history, population, and economic development. Chapter 3 describes the clientele of adult education in Hong Kong, discussing government policy, what the formal school system provides, and educational opportunities for adults. Chapter 4 lists the types of general education courses for adults in Hong Kong, describes formal education courses, nonformal education, the subvention scheme (job training run by nonprofit organizations), and provides statistics on adult education courses and activities. In chapter 5, technical education and vocational training for adults is described. Information provided covers historical development, the Vocational Training Council, industry training centers, technical institutes, and employer attitudes toward technical institute graduates. The final chapter discusses further strategies for the organization of education programs for the further development and upgrading of adult workers in the context of the changing social and political environment of the city. (KC)

ED 347 287 CE 061 430

Lundgren, Carol A., Ed.
Business Education Index 1991. Volume 52.
PUB DATE- 92
NOTE- 125p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Business Administration; *Business Education; *Business Skills; *Educational Research; Higher Education; Indexes; Marketing; Postsecondary Education; Research Reports; Secondary Education; Teaching Methods; Vocational Education

This document lists 2,000 business education articles and research studies published during 1991. The list was compiled from 44 business education publications, especially from journals essential to research and teaching, with emphasis on information systems, economic education, business teacher education, and vocational education (primarily marketing). Articles are indexed alphabetically by categories of subject matter, with subcategories, and by author. Entries consist of title, author(s), journal (volume and number if applicable), inclusive pages, month, year, and in the case of dissertation listings, the order number (if provided). Major categories of subjects listed include the following: accounting, accreditation, administration and supervision, associations, automation, business administration, business education, business organization and management, certification, communications, curriculum, educational institutions, employment, equipment and supplies, general education, human relations, information management and processing, keyboarding and typewriting, marketing, microcomputers, minorities, professional development, records management, reprographics, research, reviews, secretaries, shorthand, software, special education, standards, student organizations, teaching, teaching

DESCRIPTORS- Banking; *Consumer Economics; *Consumer Education; Credit (Finance); Ethnic Groups; Food; *Grade 12; High Schools; *High School Students; Housing; Insurance; Mathematics Skills; *Purchasing; Reading Skills; Scores
IDENTIFIERS- Automobiles

A nationwide test of consumer knowledge of high school students conducted in 1991 found that seniors are unprepared for critical purchasing decisions needed after they graduate. Random samples of the population, 428 high school seniors, were asked 250 questions about a range of consumer subjects such as credit, checking/saving accounts, auto insurance, housing rental, food purchases, and car purchases. Of particular concern were the low scores on credit (38 percent), checking/savings accounts (36 percent), and auto insurance (40 percent). Blacks, Hispanics, the poor, and those enrolled in vocational postsecondary institutions scored lowest on the test. In general, Whites and Asians, those from upper income families, and those planning to attend college scored the highest. The seniors scored highest on items testing general knowledge and use of reasoning and computational skills. Consumer illiteracy among high school students reflects many factors including weak reading and math skills, inadequate consumer education, and lack of marketplace experience. Consumer education should be targeted at groups scoring the lowest on the test. (This document has two parts: a report of the results of the nationwide test and the multiple-choice test with answers.) (NLA)

ED 347 305 CE 061 514

Illinois Plan for Industrial Technology Education: FY 91 Final Report.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- Jul 91
NOTE- 209p.; For related documents, see CE 061 515-518.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Technology; High Schools; *Industry; *Inservice Teacher Education; *State Programs; Statewide Planning; Teacher Workshops; Technological Advancement; *Technology
IDENTIFIERS- *Illinois; *Technology Education

A project to implement the Illinois Plan for Industrial Technology Education produced four major accomplishments: (1) 13 workshops were held on Communication Technology and Energy Utilization Technology; (2) workshop activity packets were produced in both subject areas; (3) a "Futuring Committee" was established that outlined a 10-year plan for enhancing industrial technology education in Illinois; and (4) four issues of the newsletter "Technology News Today" were published and disseminated. The project concluded that there is a strong need for more inservice training for technology education orientation-level teachers. Several recommendations emerged: university personnel should provide joint inservice training through regional university courses or summer retreats/weekends; hands-on workshops should be provided statewide; and exemplary teachers and programs should be highlighted. (The bulk of this document consists of four appendices: (1) workshop schedule, flyers, and evaluations; (2) third-party evaluation of orientation-level program; (3) Futuring Committee report; and (4) "Technology News Today," Volume 6, Numbers 1-4.) (NLA) develop ambitions beyond high school. (Following the summary of results are the case studies, making up the bulk of the document. They contain illustrations to support the effectiveness of the courses and positive impact of classroom training on the work environment and world outside the workplace. The utility of work logs is also addressed.) (YLB)

ED 347 324 CE 061 548

Hirschowitz, Ros; And Others
Training for the Informal Sector. The NTB/HSRC Investigation Main Report.
PUB DATE- 91
NOTE- 358p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Business Administration; Economic Development; *Educational Needs; *Educational Planning; Educational Policy; Employer Attitudes; *Entrepreneurship; Foreign Countries; Government Role; Guidelines; Job Training; National Surveys; Postsecondary Education; Public Policy; Secondary Education; Self Employment; *Small Businesses; Success; Vocational Education
IDENTIFIERS- *Informal Sector; *South Africa

A study identified the environmental and personal factors that promote or hinder the development of entrepreneurship in the informal sector in South Africa. A developmental perspective of informal businesses set forth in the literature supported the global approach chosen for the research. Information was acquired through indepth interviews with seven groups of respondents: informal business owners, customers, formal business owners, suppliers, financiers, representatives of business organizations, and municipal officials. Specific research aims were formulated for each group. Biographical descriptions of the group and/or descriptions of the business or association were developed. Informal business owners were surveyed regarding resources available in the immediate environment, perceptions of the type of customers that support the business, interactions with other businesses, and official recognition. Information collected from other groups focused on their perceptions of and interactions with informal businesses. Training implications of the findings were identified. A national training strategy for development of the informal sector and a structure of a separate training body for the informal sector were proposed. Guidelines regarding the training necessary to enable entrepreneurs in small businesses to start up, run, or expand their businesses in the informal sector were developed. (The report contains 129 tables and 13 figures. Fifty-one references are listed.) (YLB)

ED 347 325 CE 061 549

Heymans, Susan; Hirschowitz, Ros
A Vocational Training Directory.
PUB DATE- 91
NOTE- 163p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Access to Education; Building Trades; Business; Business Education; Communications; Community Services; Directories; Educational Supply; Education Work Relationship; Electricians; Finance Occupations; Food Service; Foreign

ED 347 344 CE 061 580

Jenkins, Carolyn
Overeducation: Job Satisfaction.
PUB DATE- Apr 92
NOTE- 70p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Blacks; *College Graduates; *Educational Status Comparison; *Education Work Relationship; Females; Higher Education; High School Graduates; Industrial Psychology; *Job Satisfaction; Males; *Occupational Mobility; Social Mobility; *Underemployment

The relationship between education and the economy is explained by opposing theories--functionalism and conflict. A way of assessing functionalism and conflict theory is to see if increasing educational attainment increases social equality. Higher educational attainment has occurred but has not led to an equal distribution of income. The extent of overeducation, workers with education in excess of job requirements, is a means of evaluating whether occupations are being upgraded at the same rate as educational attainment. Data from a national sample survey conducted in 1984, 1985, and 1986 by the National Opinion Research Center were compared to a Burris (1983) study using similar data from the years 1977-78. Overeducated workers showed a 3.5 percent increase over the years, but greater changes were in worker demographics. Workers with college degrees showed the greatest increase with 20 percent more women, blacks, workers from middle-class backgrounds, and workers 35 years of age and under being overeducated in 1984-86 than in 1977-78. Job satisfaction was examined for overeducation effects. Overeducation was a factor in job satisfaction with the slightly overeducated reporting the least job satisfaction. The findings of the study support the hypothesis that, although more people are acquiring higher levels of education, they are not in jobs comparable to their education. Conflict theorists say this is because of structural inequality in society. (47 references) (KC)

ED 347 345 CE 061 581

Haldeman, Virginia A., Ed.
American Council on Consumer Interests Annual Conference (38th, Toronto, Ontario, Canada, March 25-28, 1992). Proceedings.
PUB DATE- Mar 92
NOTE- 331p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Education; Children; *Consumer Economics; *Consumer Education; Consumer Protection; Credit (Finance); Distance Education; Environmental Influences; Extension Education; Family Health; Foreign Countries; Global Approach; Health Insurance; Higher Education; High Schools; Household Workers; Human Capital; Insurance; Middle Aged Adults; Minority Groups; *Money Management; Nursing Homes; Older Adults; Wastes

These proceedings contain 70 papers and summaries of panel discussions and workshops. Selected titles are as follows: "Consumer Access to Health Care" (Jones); "Credit Education for importance of goals and self-knowledge; the resume; preparing job search correspondence; the interview; self-promotion; job search tips and unusual strategies; networking; common questions; job sharing; coping with stress; and sample job application letters. Tips and tables are provided throughout this document. Fifteen references are included. (NLA)

ED 347 362 CE 061 606

Stevens, Paul
Career Transitions: The Australian Experience.
PUB DATE- 90
NOTE- 203p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Career Change; *Career Counseling; *Career Development; Career Planning; Dislocated Workers; Employer Employee Relationship; Foreign Countries; *Job Satisfaction; Job Search Methods; *Midlife Transitions; Outplacement Services (Employment); Promotion (Occupational); *Quality of Working Life; Vocational Interests

This book is designed to aid career counselors in Australia help their clients search for enhanced well-being in their occupations and to help organizations and human resource staff members dealing with employees' career development. The book is organized in four parts. Parts 1 and 2 explore the career transition journey that a typical person undertakes. Discussion centers on worklife events--career hazards and managing worklife transitions. Subjects covered include expected and unexpected events during career journeys, life stages, aging and change, influences, dual career couples, career stress, career burnout, job content, employment environment, career life-cycle, career analysis, self-assessment, career transition pitfalls, underestimating job-seeking complexity, surviving politics, and career plateaus. Part 3 details the various ways in which people can be assisted in identifying the career-related actions that are likely to bring about an improvement in their living. Some of the topics explored include the need for help, employer's involvement, resistance to help, counselor's obligations, structured analysis, resources, and networks. Part 4 discusses the issues of how an organization can assist, why it should, and how. The discussion is illustrated by examples of career support systems activities within several organizations. An appendix contains a sample of questions from a career development program questionnaire. (KC)

ED 347 363 CE 061 607

Stevens, Paul
Career Management: Whose Responsibility? Second Edition.
PUB DATE- 90
NOTE- 35p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Career Counseling; *Career Development; *Career Planning; Decision Making; Education Work Relationship; *Employee Responsibility; *Employer Employee Relationship; Employment Patterns; Foreign Countries; Job Satisfaction; Job Training; Labor Force Development; Networks; Occupational Mobility; Work Environment

*Student Certification; Student Evaluation

Although only Ohio has issued statewide standards for noncredit continuing education and a few other states have looked at such a process, most of the literature on student outcomes focuses exclusively on degree-credit programs. A college, university, or state system might want to assess continuing education outcomes for the following reasons: to improve a growing area of college operations, to establish or enhance educational data collection, to document the contribution of continuing education to economic development, to enhance the public image of continuing education, to respond to accountability mandates, and to preserve tax support to continuing education. Common obstacles to noncredit outcome assessment include educator resistance, questions of approach and method, and difficulty of reaching and studying the diverse population of continuing education students. Measures of noncredit student outcomes could include course attendance, completion of course requirements, achievement or maintenance of licensure or certification, employment, pursuit of further education, achievement of personal goals, student satisfaction indexes, and employer satisfaction. Several databases might be designed to assist in assessing noncredit student outcomes, such as student and course information systems, course evaluations, follow-up survey files, licensure and certification examination results, and employment records. (19 references) (KC)

ED 347 384   CE 061 652

Cantor, Jeffrey A.
Apprenticeship and Community Colleges: Collaborations for Tomorrow's Workforce. A Final Report of a Research Project.
SPONS. AGENCY- City Univ. of New York, Bronx, N.Y. Herbert H. Lehman Coll.
PUB DATE- 92
NOTE- 253p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Apprenticeships; Boat Operators; Building Trades; Case Studies; *Community Colleges; *Cooperative Education; Cooperative Programs; Corporate Support; Economic Development; Education Work Relationship; Electricians; Emergency Medical Technicians; Fire Fighters; Futures (of Society); Inplant Programs; Job Skills; *Job Training; Labor Education; *Labor Force Development; Manufacturing; Maritime Education; Models; Program Effectiveness; School Business Relationship; Technology; Two Year Colleges; Unions; Vocational Education; Work Experience
IDENTIFIERS- Tech Prep

This monograph focuses on job training delivered through employer-sponsored cooperative apprenticeships with the community college. Following an introduction, chapter 2 looks at job training and cooperative apprenticeships, including recent legislative efforts to promote linkages and cooperative apprenticeships through tech prep initiatives. Chapter 3 discusses the community college, long in the business of serving the community and its economic needs and affairs. Chapter 4 reviews the issues of community economic development and associated issues and relationships of job training as provided by the community college. Chapter 5 describes the case study method used to identify and review factors influencing successful cooperative apprenticeship linkages and presents an overview of the programs reviewed and analyzed: (1) the automotive industry, including professional association groups, styles. In the examination of techniques for multicultural career development, a key to effective career education and development for diverse groups is the sensitivity and awareness of educators and counselors. The cross-cultural awareness continuum can help them gauge their growth in intercultural competence. Multicultural career development efforts must focus on both individual competence and external forces. Keys to successful multicultural career development are system commitment, a belief that students can learn and want to learn, and recognition of the worth and dignity of all students. (10 references) (NLA)

ED 347 403 CE 061 688

Wonacott, Michael E.
Apprenticeship and the Future of the Work Force. ERIC Digest No. 124.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Apprenticeships; *Employment Patterns; Government School Relationship; Industrial Training; Job Training; Promotion (Occupational); Retraining; School Business Relationship; Skilled Occupations; Training Methods; *Vocational Education; Work Experience Programs
IDENTIFIERS- ERIC Digests

One promising practice for improving workplace preparation, apprenticeship, has been effective in preparing skilled workers for the changing needs of the workplace. Apprenticeship is a training strategy with eight components: it combines hands-on training on the job with related instruction; employer needs dictate programs; it is regulated by law; it leads to official credentials; time and money are invested by employer/sponsors; wages are provided during programs; apprentices work under master workers; and apprenticeship involves both written agreements and implicit expectations. Apprenticeship in the United States also provides upgrading and retraining for employed adults. U.S. apprenticeship is not a standardized institution. Programs registered with state or federal agencies offer apprenticeships in approximately 830 occupations. Apprenticeships should be more widely used as a training strategy and should be established in occupations/industries not now considered apprenticeable. Vocational-technical education should be more closely linked to apprenticeship components of earning and learning. The following benefits can accrue: full participation of learning and working is allowed; students understand the big picture; apprenticeships provide pay and advancement while working; work-based learning has an advantage for noncollege-bound youth; apprenticeships offer employer/sponsor benefits; and youth apprenticeships demonstrate the community educational role. The role of the federal government and education should be strengthened to increase program quality. (10 references) (NLA)

ED 347 404 CE 061 689

Lankard, Bettina A.
Total Quality Management: Application in Vocational Education. ERIC Digest No. 125.

climate by reconstituting the entire school (people, places, policies, programs, and processes) so that every aspect serves to "invite" students to learn by respecting them encouraging them, and validating their unique importance and possibilities. The fourth chapter "Putting It All Together" by Garry R. Walz summarizes the three programs and focuses on their combined use. The three monographs which are devoted to each of these approaches are cited in the bibliography. (ABL)

ED 347 422 CG 024 350

Werner, Mark J.
Adolescent Substance Abuse: Risk Factors and Prevention Strategies. Maternal & Child Health Technical Information Bulletin.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Maternal and Child Health and Resources Development.
PUB DATE- Feb 91
NOTE- 17p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Adolescents; Alcohol Abuse; *At Risk Persons; Behavior Patterns; Counseling Theories; Drug Abuse; *Prevention; Program Effectiveness; Research Needs; Secondary Education; Student Attitudes; *Substance Abuse

The high prevalence of alcohol and substance abuse by adolescents poses a significant threat to the wellness of youth. Adolescents appear to use drugs for a variety of reasons. In addition to the multiple etiologic and risk factors present for substance abuse, there are many pathways teenagers may follow on their way to substance abuse. The prevention strategies which appear to be most effective utilize a social influence approach or emphasize personal and social skills teaching. Prevention programs which promote resisting social influences help adolescents identify and resist specific social pressures to adopt behaviors by informing them about health and social consequences; identifying peer, media, and environmental influences; modeling responses to these influences; role playing; and goal setting. There may be a prophylactic effect to minimal exposure to substance abuse risk factors that may inoculate an adolescent against using drugs. If drug-using behavior is not learned during adolescence due to infrequent exposure to risk, there may be a good chance that drugs will never be used. Many of the program evaluations and research studies conducted so far have some methodological shortcomings. Future studies need to standardize the definition of drug use, include appropriate control groups, and correct for the confounding effects of variables associated with drug use attitudes, behaviors, and risk factors. (ABL)

ED 347 423 CG 024 351

West, Benita L.
School Counselor Preparation towards Working with Students with Disabilities.
PUB DATE- Jul 92
NOTE- 61p.; M.Ed. Seminar Paper, Ohio University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Counselor Role; *Counselor Training; *Disabilities; Elementary Secondary Education; *School Counseling; *School

summer, moving through the first week of school, within the first few weeks of school, as the year continues, and ending with the closing weeks of school. Sample charts for recordkeeping are included. (ABL)

ED 347 442 CG 024 370

McDaniel, Sandy; Bielen, Peggy
Project Self-Esteem: A Parent Involvement Program for Improving Self-Esteem and Preventing Drug and Alcohol Abuse, K-6. Revised.
PUB DATE- 90
NOTE- 409p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Alcohol Abuse; Behavior Change; Drug Abuse; Elementary Education; *Elementary School Students; Friendship; *Parent Participation; *Parent School Relationship; *Prevention; *Self Esteem

This guide presents Project Self-Esteem, a program for improving self-esteem and preventing drug and alcohol abuse in kindergarten through grade 6. Chapter I presents the team leader's guide and discusses introducing the program to the principal, school staff, and parents. Chapter II focuses on kindergarten and includes lessons on being a friend to oneself, taking care of oneself, and being kind to others. Chapter III focuses on grade 1 and includes lessons on friendship, being a friend to oneself, taking care of oneself, and being kind to others. Chapter IV for grades 2 and 3 presents 12 lessons on realizing one's uniqueness, gratitudes, compliments, stress reduction, communication skills, friendship, and cheating. Chapter V for grade 4 presents 11 lessons on realizing one's uniqueness, goal setting, stress reduction, learning to memorize, feelings, self-esteem, communicating assertively, friendship, and stealing and teasing. Chapter VI for grade 5 presents 11 lessons on realizing one's uniqueness, goal setting, listening, communication skills, working with anger, handling incoming anger and upsets, communicating assertively, learning about handicaps and listening, and stealing and teasing. Chapter VII for grade 6 presents nine lessons on social skills, social skills/choice making, assertive training, peers and conformity, friendship, alcohol and drug abuse, and introduction to junior high. Chapter VIII presents a teacher's guide. Chapter IX presents the parent program. A bibliography is included. (ABL)

ED 347 443 CG 024 371

Borba, Michele
Esteem Builders: A K-8 Self-Esteem Curriculum for Improving Student Achievement, Behavior and School Climate.
PUB DATE- 89
NOTE- 470p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Counseling Techniques; Elementary Education; *Elementary School Students; *School Counseling; *Secondary School Students; *Self Esteem; Self Evaluation (Individuals)

A curriculum for enhancing student self-esteem in grades

DESCRIPTORS- Correctional Rehabilitation; *Delinquency; Interdisciplinary Approach; *Juvenile Justice; *Males; Program Effectiveness; *Recidivism; Youth Problems
IDENTIFIERS- *Project About Face TN

Project About Face is a joint effort on the part of the Memphis-Shelby County Juvenile Court, Youth Services, Inc., the Naval Air Station at Millington, Correctional Counseling, Inc., and the Bureau of Educational Research Services at Memphis State University. The goals of the project were to implement a program of education and training that is correctional in nature and reduces juvenile recidivism rates. To date 233 male juvenile offenders have entered the program. Participants spend 8 weeks during the residential phase involved in structured daily living, counseling, and academics, and participants attend counseling groups during the 6 months of aftercare. All participants are given the Stanford Achievement Test at the beginning and end of the program's residential phase. Physical conditioning is assessed at the same intervals. The Life Purpose Questionnaire, the Short Sensation-Seeking Scale, the MacAndrew Test, and the Defining Issues Test are administered three times. All educational and physical variables have increased significantly. At-riskness for addiction significantly increased, then significantly decreased. Approval-seeking consistently decreased, while law and order significantly increased, then slightly decreased. Authoritarianism slightly decreased, then significantly increased. Approximately 75% of all participants satisfactorily completed the program. As the remaining participants complete the program, the work to construct a profile of those that would most benefit from an alternative correctional program will begin. (ABL)

ED 347 463 CG 024 393

Rollin, Stephen A.; And Others
A School-Based Drug Education Health Promotion Research Project.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Aug 92
NOTE- 38p.; Paper presented at the Annual Meeting of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alcohol Education; Cross Age Teaching; *Drug Education; Elementary Education; *Elementary School Students; Grade 3; Middle Schools; Parent Child Relationship; Parent Education; Program Effectiveness; Role Models
IDENTIFIERS- Middle School Students

There is a present concern that the majority of children in the United States will be exposed to drug and alcohol use before they leave elementary school. It is further known that the ability of children and teenagers to avoid indiscriminate use and abuse of drugs appears to be related to a number of social, economic, physiological, and psychological factors. The purpose of this research-based design was to address drug prevention and health promotion strategies through the combination of parent education and involvement and positive peer influence. These strategies were implemented in Project KICK using a four-cornered partnership among Florida State University, an elementary school, a middle school, and a community advisory board. The expected outcomes for the research project were

Elementary Secondary Education; Lifetime Sports; *Physical Education; *Physical Education Teachers; Physical Fitness; Running; *School Counseling; *School Counselors; Secondary School Students; *Teacher Role; Well Being
IDENTIFIERS- ERIC Digests

Physical activity engaged in as a child can encourage fitness throughout the lifespan. School counselors and physical education teachers can invest in multi-intervention programs that encompass the psycho-physiological spectrum of children within the schools. Together, school counselors and physical educators can play an active role in the development of lifelong fitness for children by encouraging, supporting, developing, and implementing creative aerobic running programs in the schools. (ABL)

ED 347 485 CG 024 485

Hackney, Harold
Differentiating between Counseling Theory and Process. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Counseling Objectives; *Counseling Techniques; *Counseling Theories; Counselor Client Relationship; Decision Making; *Intervention
IDENTIFIERS- ERIC Digests

Theory can be used to define the nature of the relationship between the counselor and the client, to conceptualize the nature of the presenting problem(s), and to define the resulting counseling goals or desired outcomes. From an integrative perspective the choice of therapeutic intervention is made by relating the intervention directly to the nature or character of the problem being addressed. Counseling interventions tend to fall into four broad categories: affective, cognitive, behavioral, and systemic. (ABL)

ED 347 486 CG 024 486

Gelatt, H. B.
Positive Uncertainty: A Paradoxical Philosophy of Counseling Whose Time Has Come. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Change Agents; *Change Strategies; *Counseling Techniques; *Counseling Theories; *Counselor Role
IDENTIFIERS- ERIC Digests; Positive Uncertainty

Positive Uncertainty is a flexible, ambidextrous approach to managing change, which encourages the use of both the rational and intuitive mind, and incorporates techniques for both making up one's mind and changing it. Positive Uncertainty, as a new philosophy for counseling, will require a paradigm shift for counselors. It is possible that a new vision of counseling can conducted an extended discussion of "Charlotte's Web" with a fourth-grade class and a Chapter 1 class from Asheville Alternative School; solicited book reports from sixth-grade students; and solved riddles written by sixth graders in Pennsylvania. Telecomputing broadens the opportunities for reading and discussing children's literature in the classroom. It gives children a way of comparing their own experiences with literature with those of others from different parts of the world. (A table presenting guidelines for planning and carrying out telecomputing projects is included.) (RS)

ED 347 509 CS 010 982

Kaminsky, Debra E.
Improving Intermediate Grade Level English-as-a-Second-Language Students' Attitudes toward Recreational Reading.
PUB DATE- 92
NOTE- 34p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *English (Second Language); Instructional Innovation; Intermediate Grades; *Parent Participation; *Reading Attitudes; *Reading Habits; *Recreational Reading; *Student Attitudes
IDENTIFIERS- Reading Motivation

A practicum aimed to improve the attitudes toward recreational reading of 12 intermediate grade level English-as-a-Second-Language (ESL) students so that they would share their enthusiasm and interests in pleasure reading, as well as devote more time to reading. The writer met with parents of ESL students to discuss ways they could encourage recreational reading and school success; scheduled time for recreational reading in the classroom; developed students' interest in newspapers; encouraged students to write, edit, and read their own news of current events using a microphone; had students write their own books; and prepared a grant so that recreational reading materials would be available to the students. Results indicate that the practicum, carried out in a large city in the midwest, was very successful. Students chose recreational reading when given an option of self-selected reading or other activities. They were able to discuss what they had read and found it less difficult to read for pleasure. (An appendix contains the student questionnaire.) (SR)

ED 347 510 CS 010 983

Scott, Linda
Improving Evaluation of Third Grade Literacy Using Authentic Techniques and Self Assessment.
PUB DATE- 92
NOTE- 98p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Grade 3; Literacy; *Parent Participation; Parent Teacher Conferences; *Portfolios (Background Materials); Primary Education; *Self Evaluation (Individuals); *Student Evaluation
IDENTIFIERS- Alternative Assessment; *Authentic Assessment

The purpose of this practicum was to broaden and strengthen the classroom assessment of literacy development in a third grade. Goals were to implement authentic assessment techniques, to involve both students and parents in goal setting and ongoing within aesthetic reading can be fostered by utilizing these and similar methods which focus on imagery. (HB)

ED 347 530 CS 213 386

Lynn, Karen
An American Play on African Words: A She--He Dialogue.
PUB DATE- Apr 92
NOTE- 17p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- *African Literature; Class Activities; College English; *Drama; Foreign Countries; *Language Role; Literature Appreciation; *Poetry; Secondary Education; Teaching Methods
IDENTIFIERS- Africa

This paper demonstrates the adaptability of a poet's words to a variety of themes and techniques, and primarily illustrates how the poetic treasures of the African world can be used to create awareness that words are biracial, cross-cultural, and transsexual. The key thesis of the paper is that once an African poet has published a work, the words then become the interpretive property of each reading individual. The main activity outlined and encouraged involves the adaptation of poetry into a dramatic production. Included in the paper are the following: (1) a reasoned defense of the viability of the theoretical basis for the activity; (2) a play, called a "She--He Dialogue," which involves three characters (Narrator, She, He) and is comprised of excerpts from African poetry by various authors; and (3) 34 citations locating the sources of the poetry quotations. Twelve footnotes and 13 references are attached. (HB)

ED 347 531 CS 213 389

Prentice, Penelope
Tell Me a Story I'll Never Forget or Deconstructing Traditional Narrative Plot/Myths To Challenge the Ethics of Conflict.
PUB DATE- Mar 92
NOTE- 24p.; Paper presented at the Annual Meeting of the College English Association (23rd, Pittsburgh, PA, March 27-29, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Conflict; Discourse Analysis; Discourse Modes; *Feminism; Higher Education; *Literary Criticism; *Mythology; *Narration; Playwriting
IDENTIFIERS- *Deconstruction; *Feminist Criticism; Historical Background

In recent years some exceptionally optimistic writings by feminist scholars have addressed a shift away from the male manque model of femininity to one celebrating feminine growth. Archetypal myths have inculcated people's minds with the notion that domination and conquest serve to justify men's domination over the feminine. Narrative communicates myths that people live by, and imaginative works have power to motivate people. An essential source of this power is conflict, but this feature is now being challenged by feminists. Also being challenged are tradition myths of hierarchy and success/failure. To construct a "new woman," playwrights must know the old. Archaeological

Writing Assignments; Writing Attitudes; Writing Research
IDENTIFIERS- *Reader Writer Relationship; Writing to Learn

A study examined the role of audience in preservice mathematics education students' writing experiences. Subjects, students in two mathematics education classes taught by the same teacher, completed writing assignments explaining the principles of mathematics to elementary school pupils. Students in one class wrote to actual students, serving as pen pals and math mentors, while students in the other class wrote to imaginary students. Subjects completed questionnaires at the beginning and end of the semester on their writing attitudes and their attitudes about the writing assignment. Selected students from the top, middle, and bottom of each class were interviewed. Preliminary results indicated that: (1) at the end of the semester, students in both classes felt more creative, witty, energetic, and enthusiastic while writing and less rushed, angry, frustrated, and stupid; (2) the decline in anger and the increase in energy were sharper in the group that wrote to real students than the group that wrote to the imaginary students; (3) students characterized their previous experience of college writing in general negatively; (4) for some students, the reader-writer relationship was characterized by a pretense of objectivity covering the reality of partiality; and (5) students who wrote to real pupils expressed different emotions than those expressed by students who wrote to imaginary pupils. Findings suggest that it is wise to vary the real audiences for whom students write. (RS)

ED 347 550 CS 213 449

Warner, Sterling
Teaching Communities and Two-Year Colleges: Establishing Dialogue among Composition Instructors.
PUB DATE- Mar 92
NOTE- 15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adjunct Faculty; Case Studies; College Faculty; Community Role; Cooperative Learning; *English Departments; Teacher Attitudes; Teacher Role; *Two Year Colleges; Writing (Composition); *Writing Instruction; *Writing Teachers
IDENTIFIERS- *Academic Discourse Communities; English Teachers

Composition instructors at two-year colleges embrace a large array of approaches and pedagogies, and forming a "teaching community" among these instructors is both a rewarding and a challenging commitment. The positive and negative implications of such a community were examined in a case study of one community college using questionnaires and interviews. First, it was found that a "community" of some sort has always existed at the college studied. There was an unspoken agreement among those who had come to that department from the sister college, an agreement not to interfere, criticize, or gainsay each other. The election of a division chair and her subsequent attempt to gather opinions concerning the department strengthened a sense of community. The crisis of a news report denouncing the college's writing program also fostered community, as did the hiring of "new blood." Perhaps the turning point was the departmental retreat, at which goals, standards, and curriculum development were discussed. Currently, the Language Arts faculty members of this college creatures frequently forced to make ethical decisions. Students must be shown that writing has to do with both thinking and ethical character. Providing students with heuristic devices for writing is important because they emphasize process rather than product, they provide alternatives, and they lead to rational conclusions and recommendations. When equating writing process and ethical reasoning, four considerations must be made: (1) timing--teachers should introduce ethical reasoning 5 or 6 weeks into a 15-week term; (2) text--the book used in the course should devote some depth to the ethical framework; (3) assignment--careful consideration should be given to fairly complex case studies; and (4) approach--the concept of an "issue tree" can help students write sound reports and make good decisions. A case study, "The Mismanaging Manager," demonstrates how a difficult personnel issue may be solved using issue trees and the utilitarian theory, the theory of rights, the theory of justice, and mentoring training. Finally, several student comments show that students have responded favorably to an approach joining ethical reasoning with report writing. (Six figures diagramming the heuristic approaches and demonstrating issue trees are included.) (HB)

ED 347 569 CS 213 481

Ley, Terry C., Ed.
Sourcebook for English Teachers: Directed Reading/Teaching Guides for Selected Literary Works. Volume 1.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 85
NOTE- 281p.; Developed by participants of the 1985 Summer Humanities Institute in Literary Criticism and the Teaching of Literature. For other volumes, see CS 213 482-483.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Authors; *Class Activities; English Curriculum; English Instruction; English Literature; Instructional Materials; Language Arts; *Literary Criticism; *Literature Appreciation; Resource Units; Secondary Education; Teaching Guides; Teaching Methods; United States Literature; *Units of Study
IDENTIFIERS- *Aesthetic Reading

This sourcebook presents reading guides for 22 literary works frequently used by secondary school English teachers. The guides contain an overview of the work, a pool of instructional objectives for each work, a variety of activities, a series of discussion options, suggestions for evaluation, and annotated lists of related works. Included are: "Foreword" (T. C. Ley); "Overview of Critical Approaches" (D. Clark and A. Dunlop); "Stephen Vincent Bennet's 'By the Waters of Babylon'" (N. J. Tow and J. Whitman); "Ambrose Bierce's 'Occurrence at Owl Creek Bridge'" (J. Lucci and M. Shepherd); "Joseph Conrad's 'The Secret Sharer'" (S. Douglas and S. Lessley); "Robert Cormier's 'I Am the Cheese'" (M. Evans and others); "T. S. Elliot's 'The Hollow Men'" (J. Atwood); "T. S. Elliot's 'The Love Song of J. Alfred Prufrock'" (J. Copland); "Gustave Flaubert's 'Madame Bovary'" (S. McAnulty); "William Golding's 'Lord of the Flies'" (D. Gullatte and others); "Nathaniel Hawthorne's 'The Ambitious Guest'" (W. J. Nix and J. Word-Ross); "Nathaniel Hawthorne's 'The Scarlet Letter'" (P. Cherubini); "Nathaniel Hawthorne's 'Young Goodman Brown'" (K. Hightower); "Ernest Hemingway's 'The

The amount of tournament competition in American forensics should be reduced and replaced with community-centered, audience-involving, service-oriented activities. Many forensics educators are distressed with the direction tournament debate has taken. It is increasingly insular, particularized, and isolated from the mainstream of campus life. Taking debate into the community can help students learn approaches appropriate to the great public forums of democracy, engender support for the activity, and strengthen the position of the Director of Forensics. Three action proposals are that: (1) participation in community-centered events be built into the national and regional system of rewards and recognitions; (2) a national program be established to formulate and disseminate approaches to community debate; and (3) directors and programs be evaluated partially on the quality and extent of community debate generated by that program. Examples of community debate formats include parliamentary debate, televised debate, classroom debate, community debates on issues on the local agenda, and debates on campus issues. (RS)

ED 347 586   CS 507 851

Araujo, Alice R.; And Others
Multicultural Instruction: Strategies for Training Teaching Assistants To Incorporate Diverse Perspectives and Communication Styles into the Basic Communication Course.
PUB DATE- Oct 91
NOTE- 21p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991). Dot matrix print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cultural Differences; Higher Education; Intercultural Communication; *Introductory Courses; *Multicultural Education; *Speech Communication; Student Needs; Teaching Assistants; Units of Study
IDENTIFIERS- Communication Strategies; Communication Styles; *Speech Communication Education; University of Kansas

It is not only possible, but also essential for students to be exposed to, to understand, and to personally experience equity and intercultural concepts and perspectives in the basic communication classroom. Incorporating students' discomfort at exploring equity and diversity into classroom discussions has proven effective in helping them examine the origin of their resistant attitude. Teachers can use the same basic lesson plans as before, and revise them according to new knowledge of multicultural issues by incorporating new examples. Topics and issues of equity can be employed in each of the following units of study covered in most basic communication courses: self-concept, perception, nonverbal communication, intercultural communication, language, listening, and relationships. These issues can be further developed in public speaking units or incorporated into a speaker-audience communication basic course. At the University of Kansas, efforts are being made to provide students with equity education through the incorporation of a culture-oriented approach to interpreting and sharing information. Teachers of basic communication courses can actively encourage their students to critically assess theoretical assumptions learned in view of their own cultural experience. (Twenty-one references are attached.) (RS)

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Business Communication; *Business Education; Class Activities; Course Descriptions; Higher Education; *Marketing
IDENTIFIERS- California State University Hayward; Communication Strategies; *Corporations; *Image Analysis

A corporation's image is a powerful persuasive tool for reaching external publics such as competitors, regulators, and prospective employees. Corporations should avoid disparities between the actual and the desired image, as well as disparities between the external perception and the internal perception of employees. A course was developed at California State University, Hayward, in which students use cases to analyze communication strategies in the construction, maintenance, and change of a corporate image. Students begin by choosing a company for scrutiny. Reports focus on identification of problems with image as well as suggestions for correction. Students are assigned to groups to practice critical skills necessary for the assignments. Business cards are analyzed for effectiveness along with annual reports, advertisements, and promotions materials. Next the students investigate internal publics via samples of internal communication. In-class presentations, guest lecturers from industry, on-site tours, and problem solving sessions lead to final reports. Students report that the attention to analysis helps them to be more attentive to detail and the persuasive nature of business communications. (An appendix includes the course description, course syllabus, course assignment descriptions, and sample evaluation forms for the oral reports.) (HB)

ED 347 606 CS 507 884

Sperrazza, Susan S.
Increasing Global Awareness in the First Grade Classroom by Advocating the Awareness of Self and the Cultural Differences of Others.
PUB DATE- 92
NOTE- 60p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Class Activities; *Cultural Awareness; Cultural Context; *Cultural Differences; *Global Approach; *Grade 1; *Multicultural Education; Primary Education; Self Concept; Social Studies; *Student Attitudes; Thematic Approach
IDENTIFIERS- Cultural Sensitivity; *Global Awareness; Self Awareness

A practicum aimed to increase global awareness in the first grade classroom. The problem was that the students were very "Americanized," predominantly white, and rarely exposed to other cultures. Therefore, the students could not recognize commonalities among people and could not understand the cultural differences in others. The major goal was to increase global awareness in all five first grade classrooms by advocating the similarities of self and the cultural differences of others using a thematic, integrated approach. Language-experience charts, portfolios, charts, and student journals were used during the implementation phase to document student growth. The results of the practicum were very positive. All four objectives were successfully reached and surpassed the original expectations. The outcome of the project sample, the management skills factor accounted for the greatest amount of variance, whereas the social skills and characteristics factor accounted for the most variance in the Minnesota sample. The findings raise questions whether differences between factors are related to differences between individual and leadership expectations or to regional/cultural differences. Ten tables and two figures are included. (LMI)

ED 347 625 EA 023 998

Epstein, Joyce; Salinas, Karen Clark
Promising Programs in the Middle Grades.
SPONS. AGENCY- Edna McConnell Clark Foundation, New York, N.Y.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 116p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Improvement; *Educationally Disadvantaged; *Educational Opportunities; *Intermediate Grades; Learning Activities; Middle Schools; *Program Effectiveness; Program Evaluation

Programs that have the potential to improve all intermediate grade students' opportunities for learning are identified and examined in this report. This 1989 review of over 200 programs focuses on 80 programs that stress high academic content or new access for educationally disadvantaged students in the middle grades. However, none can be labelled "effective" due to serious measurement and evaluation problems. Following a preface and an introduction, chapter 1 discusses important issues underlying the identification of promising programs for disadvantaged students in the middle grades and their common components. Chapter 2 offers examples of programs to improve mathematics, reading, writing and language arts, thinking skills, science, and social studies. Common themes of the programs are discussed in the third chapter, which highlight the belief that all students can learn; the importance of commitment; the limitations and benefits of pullout programs; the view of the educational system as a community; and the need for both prevention and treatment programs. Appendices include a directory of promising programs in each of the subject areas and the survey and discussion guide. (50 references) (LMI)

ED 347 626 EA 024 000

Alternative Education: A Technical Assistance Manual, 1990-91.
PUB DATE- 92
NOTE- 89p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Compliance (Legal); Educational Policy; Elementary Secondary Education; Guidelines; *Instructional Innovation; *Nontraditional Education; State Legislation; *State Standards
IDENTIFIERS- *Oregon

Guidelines to help districts comply with the laws and rules for the provision and implementation of alternative programs in

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 92
NOTE- 97p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Change; *Educational Cooperation; Educational Innovation; *Learning Activities; *Outcomes of Education; Program Effectiveness; School Activities; *School Based Management; *School Restructuring; Secondary Education
IDENTIFIERS- *Pennsylvania

Third-year outcomes of Re:Learning, a national collaborative effort to redesign the total school system, are presented in this report. The introduction describes the rationale underlying the preparation of the status report and describes the project. The next section describes the 1990-91 activities of Pennsylvania's nine Re:Learning development sites. Each school site description includes a brief demographic profile of the school district, an overview of site activities, and description of the following components: leadership, management, and support; building understanding, commitment, and capacity; major activities; outcomes; enablers and barriers; and anticipated activities. The summary concludes that progress was made in the following areas: reorganization of school schedules, increased student participation in learning, and the development of interdisciplinary courses or projects. Central office staff and board support was a crucial enabler, and barriers were presented by noninvolved staff, monetary resources, and time constraints. Issues related to the organizational contexts being provided in support of Re:Learning are discussed: organizational commitment; strategies for achieving the program vision; and resources. The appendix contains a summary of Muncey and McQuillan's 5-year ethnographic study of several Coalition of Essential Schools. (10 references) (LMI)

ED 347 647 EA 024 090

Keefe, James W., Ed.; Walberg, Herbert J., Ed.
Teaching for Thinking.
PUB DATE- 92
NOTE- 132p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Accountability; *Curriculum Development; Elementary Secondary Education; *Instructional Improvement; *Teaching Methods; *Testing; Theory Practice Relationship; *Thinking Skills
IDENTIFIERS- Reciprocal Teaching; *Reflective Teaching; Scaffolding

This volume represents a variety of current efforts to incorporate thought-provoking methods into teaching. There are three sections. "Curriculum Developments" defines key curricular terms and offers a framework and general examples of teaching tactics. In this section, Barbara Presseisen distinguishes thinking from other cognitive activities and shows how "conation" (motivation and striving) and knowledge representation are being used to promote thinking. Robert faculty and their need for structure and information, perceiving that a discrepancy existed between the project description and the program in process. A survey of faculty and students differentiated between general sentiment and individual grievances; understanding this difference eventually permitted the team leaders to lead. (13 references) (LMI)

ED 347 667 EA 024 113

Frost, Lynda E.
"At-Risk" Statutes: An Examination of Theoretical Constructs Underlying Legislative Approaches to Deviance in the Public Schools.
PUB DATE- 20 Apr 92
NOTE- 48p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Failure; *Educationally Disadvantaged; Elementary Secondary Education; Equal Protection; *High Risk Students; *Potential Dropouts; Program Effectiveness; Public Schools; *State Action; *State Legislation

The theoretical constructs underlying legislative approaches to at-risk student statutes are examined in this paper, with attention given to the ways in which educational institutions make certain factors significant to student success. Legislative approaches closely follow the epidemiology model, which attempts to identify, predict, and immunize future dropouts; the impact of school structure on student achievement is rarely considered. Part 1 explores recent federal and state legislative definitions of at-risk students, grouping these definitions into functional categories. Part 2 offers a legal analysis of the different types of definitions. Beginning with an overview of the history of at-risk programs, part 3 examines the various educational constructs underlying different programs. Part 4 investigates the social construction of reality implicit in these definitions and speculates on the consequences of this view of education. The last part, an analysis of legislative trends, offers recommendations for improvement and redefines the legislature's role in the development of a more just and effective public educational system. Two figures are included. (152 notes) (LMI)

ED 347 668 EA 024 114

Campbell, C. Elizabeth
Moral and Ethical Dilemmas in Schools.
PUB DATE- Apr 92
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Administrator Responsibility; *Conflict of Interest; Conflict Resolution; Elementary Secondary Education; *Ethics; Foreign Countries; Informal Organization; *Moral Issues; *Moral Values; *Organizational Climate; Teacher Attitudes

Findings of a study that examined the nature of moral and ethical conflict and accommodation within the schools are presented in of the administrator-board relationship is important. A recommendation is that professional development programs should address these issues. (32 references) (LMI)

ED 347 688 EA 024 139

Bates, Richard
Knowledge in Educational Administration: An Australian Perspective.
PUB DATE- Apr 92
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Curriculum Development; *Educational Assessment; *Educational Policy; Elementary Secondary Education; *Epistemology; Foreign Countries; Instruction; Political Power; *Politics of Education; *Power Structure
IDENTIFIERS- *Australia

Ways in which the current economic crisis is articulated politically into the logic of Australian education are discussed in this paper. A major argument is that the dominance of Australian government by the ideology of economic rationalism has facilitated the development of a comprehensive, technical model for the reorganization of the basic message systems of Australian education. National restructuring mechanisms speak directly to the reorganization of curriculum, pedagogy, and assessment. A revised administrative message system, based on the principles of universalization, standardization, and hierarchization, links training, skills, performance, and reward into a comprehensive, integrated, technical system. However, it is further argued that this agenda is inappropriate for the complex, dynamic, and differentiated nature of educational and administrative processes because the persuasive and critical functions of a properly conceived administration contradict the easy achievement of technical solutions to educational and administrative problems. A conclusion is that the construction of an educational administrative knowledge base should encompass the dynamic qualities of a model that acknowledges the persuasive functions of administration and the critical discussion of meanings and purposes inherent in any complex and highly differentiated society. (24 references) (LMI)

ED 347 689 EA 024 140

Goldring, Ellen B.; Hallinger, Philip
District Control Contexts and School Organizational Processes.
PUB DATE- Apr 92
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; Institutional Autonomy; Institutional Environment; *Organizational Change; *Organizational Climate; *School Districts; *School Organization; *School Restructuring
IDENTIFIERS- *Tennessee

NOTE- 13p.; For a related document, see ED 343 324.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; Educational Economics; Elementary Secondary Education; Incidence; *Labor Market; Models; Needs Assessment; *Prediction; Predictor Variables; *Special Education Teachers; Teacher Employment; Teacher Student Ratio; *Teacher Supply and Demand

This paper presents a model for projecting the need for special education teachers which incorporates key elements of a market-based supply/demand model. The model provides equations to predict the supply of both certified and uncertified special education teachers. It involves the following supply factors: current certified employed teacher supply; attrition rate; initial attrition rate; current uncertified employed teacher supply; number of graduating certified teachers; and number of returning teachers. Demand factors included in the model are prevalence of each disability and required teacher student ratios. (DB)

ED 347 710   EC 301 004

Hartman, Rhona C., Ed.
Transition in the United States: What's Happening.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Dec 91
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Agency Cooperation; *Civil Rights Legislation; Demonstration Programs; *Disabilities; Educational Legislation; Education Work Relationship; Employment; *Federal Legislation; Information Dissemination; Instructional Effectiveness; Postsecondary Education; Resources; *State Legislation; State Programs; Teaching Methods; Telecommunications; *Transitional Programs; Transportation
IDENTIFIERS- *Americans with Disabilities Act 1990; *Individuals with Disabilities Education Act

This newsletter summarizes federal and state legislation concerned with the transition of youth with disabilities into further education or work. It identifies relevant provisions of the federal Individuals with Disabilities Act and the Americans with Disabilities Act (ADA). Specific federal resources concerning employment, transportation, public accommodations, and telecommunications as well as two ADA publications are identified. Activities related to transition in the states have focused on adoption of either an interagency cooperative agreement or a Memorandum of Understanding model. Some states have established state transition councils. Specific transition activities and resources are identified for Maine, Minnesota, North Carolina, Virginia, and Washington state. Five specific programs (in Wisconsin, Minnesota, Oregon, Maryland, and North Carolina) are briefly described with contact information. Four program manuals are also identified. Under the heading "Effective Practices and Exemplary Products" a separate article describes the Postsecondary Education Program: Evaluation and Dissemination of Effective Practices study. It notes decisions of its advisory panel concerning criteria for project inclusion, criteria for products, site visits, product review, information dissemination, and eight products recommended for dissemination. (DB) separately, and then chains the components together. The project involved substantiation of the useability and design of the instructional system, creation of the system, field testing and refinement, and preparation of a marketing plan. This final report describes activities carried out to complete project tasks. The report's appendices comprise the bulk of the document. Appendixes A and B provide the final design report and an addendum, outlining the significance of the problem, the population to benefit from the system to be developed, project timeline, computer screen layouts, plans for testing, commercial publishers' feedback, and other project information. Other appendices provide a user's manual, field test plan, final marketing plan, field test report, preliminary marketing plan, and software coding documentation. (Approximately 120 references in Appendix A) (JDD)

ED 347 729   EC 301 340

Ratleff, Jana Echevarria; McDonough, Renee
Instructional Conversations Out of the Mainstream: Issues and Accommodations for Special Education Students.
PUB DATE- 24 Apr 92
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; *Dialogs (Language); *Disabilities; Group Discussion; Holistic Approach; Instructional Effectiveness; Interaction; Intermediate Grades; *Language Acquisition; Language Handicaps; Learning Disabilities; Mental Retardation; Primary Education; Teacher Role; *Teacher Student Relationship; *Teaching Methods; Thematic Approach
IDENTIFIERS- *Conversation

An instructional approach that promotes an interactive or experiential model rather than a reductionist model in special education is discussed. The approach, called instructional conversations, encourages students to use meaningful language without focusing on the correctness of form. The teacher's role is one of facilitating genuine dialogue between the student and teacher, as well as student-to-student collaborative talk. The teacher presents provocative ideas or experiences, then questions, prods, coaxes, or keeps quiet, clarifying or instructing only when necessary. A study implemented instructional conversations in a special education class of 10 to 12 students (ages 6-10) with learning handicaps. Results indicated that instructional conversations provide a holistic context for learning, particularly when a theme is used to guide discussion, and they also promote oral participation and student-to-student interaction during reading lessons. Results also indicated that the special education teacher is required to make adaptations for learning handicapped students. The paper concludes that while instructional conversations do not replace teaching that emphasizes the acquisition of skills and knowledge, it does appear to provide additional avenues for learning within a meaningful context. (22 references) (JDD)

ED 347 730   EC 301 341

Technology for English Communication Skills for Deaf Students (TECSD) Project. Final Report.

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - General (130)
DESCRIPTORS- Definitions; *Disabilities; Educational Policy; *Educational Practices; Educational Quality; *Handicap Identification; Models; *Preschool Children; Preschool Education; Program Development; *Screening Tests; Student Characteristics; Test Validity

This brief guide outlines best practices in preschool screening for the presence of possible disabilities. It covers: a definition of screening, its history, the rationale for screening, requirements for effective screening measures (reliability, validity, fairness, utility), models for preschool screening, evaluation of screening procedures, and some things that screening isn't (e.g., the basis for decisions about eligibility or placement). The bulk of the document consists of the following attachments: (1) a classification analysis to determine a procedure's validity for individual decision-making; (2) characteristics of young children which influence screening outcomes; (3) guidelines for best practice in preschool screening; (4) a summary of selected screening instruments; (5) 1991 recommendations from the U.S. Department of Education from "Preparing Young Children for Success: Guideposts for Achieving Our First National Goal--An America 2000 Education Strategy"; (6) a summary of a longitudinal study of prekindergarten transition screening involving teacher report and traditional testing; and (7) a teacher checklist. (47 references) (DB)

ED 347 749 EC 301 365

George, Brenda Goza
Developing an Appropriate Methodology To Identify Minority Students for the Gifted Program.
PUB DATE- 12 Apr 92
NOTE- 56p.; Ed.D. Practicum Report, Nova University. Appendixes E (matrix) and F (Head Start Association letter) will not copy clearly due to filled type.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Ability Identification; Check Lists; *Gifted Disadvantaged; Inservice Teacher Education; *Minority Groups; Preschool Education; *Referral; *Student Characteristics

This practicum report reports on a project to increase the number of minority preschool students referred for a gifted program. A teacher checklist was designed to assist in identifying potentially gifted minority students. Training sessions were held (for 28 teachers serving 519 4-year-old students) at preschool centers to increase teacher awareness of both the characteristics of potentially gifted minority students and the need to refer these students at the preschool level. A matrix was developed for the collection of various sources of information (the teacher checklist, a parent checklist, an evaluation of learning and thinking abilities, and a developmental evaluation) about the minority student. Among outcomes were an increase in number of minority students referred, a parent meeting which improved communication between the public school gifted education program and preschool program parents, and modifications of the preschool program. Appendixes include the teacher checklist, the parent checklist, and the matrix. (17 references) (DB)

ED 347 750 EC 301 366

aids, testing and evaluation, training and development, and word processing. (KC)

ED 347 288 CE 061 441

Integrating Basic Skills with Technical/Vocational Instruction. Workshop Participant Handouts.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.
PUB DATE- 91
NOTE- 171p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Education; *Basic Skills; Inservice Teacher Education; *Instructional Materials; *Integrated Curriculum; Material Development; Postsecondary Education; Secondary Education; Skill Development; *Teaching Methods; *Vocational Education; Vocational Education Teachers; Workshops

This document contains handout materials for workshops on integrating basic skills with technical and vocational education courses. A general section lists findings from a review of literature and four instructor competencies needed in integrated programs. Materials are grouped according to the three tasks of the project. For Task I, which was to develop materials related to two basic skills encompassed by two tasks, the following materials are provided: instructor's roles; relations of occupations to divisions, competencies, and tasks; course outlines; task analysis worksheet; course outline format; Texas Educational Assessment of Minimum Skills; crosswalk of prerequisite academic skills; prerequisite skills for postsecondary programs and common core skills; and worksheet for identifying basic skills. For Task II, which was to identify the relationship of basic skills to occupational tasks, the materials include handouts on combining academic and vocational teachers, worksheet for application of basic skills, and sample occupation-to-lessons matrices. For Task III, which involved developing instructional materials that help students understand the application of basic skills to occupational tasks, the handouts include pretests and posttests, 32 instructional activities, and a worksheet for activities showing the relationship of basic skills to occupational tasks. A bibliography listing 202 items completes the packet. (KC)

ED 347 289 CE 061 460

Kassebaum, Peter
Cultural Awareness Training Manual and Study Guide.
PUB DATE- Feb 92
NOTE- 83p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Cultural Awareness; Cultural Background; Culture; Culture Conflict; Culture Contact; Curriculum Development; Ethnicity; Immigrants; *Inservice Education; Instructional Materials; Intercultural Communication; *Law Enforcement; Multicultural Education; *Police; *Police Education; Postsecondary Education; Sex; Sexual Harassment; State Programs; Statewide Planning; Study

ED 347 306 CE 061 515

Gallo, Dennis; And Others
Transportation Technology Curriculum Materials FY 90. Illinois Plan for Industrial Technology Education.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- Nov 89
NOTE- 148p.; For related documents, see CE 061 514-518.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Air Transportation; *Behavioral Objectives; Grade 9; Grade 10; High Schools; *Learning Activities; Rail Transportation; Technology; *Transportation
IDENTIFIERS- *Illinois; *Technology Education

This packet contains technology-based learning activities for the transportation technology course at the orientation level (grades 9 and 10) of the Illinois Plan for Industrial Technology Education curriculum project. The packet includes a course rationale, mission, description, and course outline. Suggested learning objectives and suggested learning experiences for the following transportation areas are provided: introduction to transportation technology, land transportation systems, materials handling systems, water transportation systems, air transportation systems, and space transportation systems. The packet also contains over 20 student learning activities; representative topics are: automated guided vehicles, rotary-winged aircraft, programming robots, wind tunnel testing, rocket stability testing, calculating drag coefficiency, and testing air-foil designs. Numerous scale drawings and other figures are used to illustrate activities. (YLB)

ED 347 307 CE 061 516

Gallo, Dennis; And Others
Production Technology Curriculum Materials FY 90. Illinois Plan for Industrial Technology Education.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- Jun 90
NOTE- 248p.; For related documents, see CE 061 514-518.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavioral Objectives; Building Trades; *Construction (Process); Grade 9; Grade 10; High Schools; *Learning Activities; *Maintenance; *Manufacturing; Marketing; Technology; Troubleshooting
IDENTIFIERS- *Illinois; *Technology Education

This packet contains technology-based learning activities for the production technology course at the orientation level (grades 9 and 10) of the Illinois Plan for Industrial Technology Education curriculum project. The packet includes a course rationale, mission, description, and outline. Suggested learning objectives and suggested learning experiences for the following production areas are provided: introduction to production technology, construction technology, manufacturing systems, and servicing. The packet also contains over 30 student learning activities; representative topics are:

Countries; Hospitality Occupations; Industry; Inplant Programs; *Job Training; Manufacturing; Mining; *Occupational Home Economics; Office Occupations; *Private Sector; Real Estate; Regional Schools; Retailing; Sales Occupations; Social Services; *Trade and Industrial Education; Transportation; Vocational Education; Wholesaling
IDENTIFIERS- *South Africa

This directory describes the training that is taking place in the private sector in the various industries in South Africa, excluding agriculture and domestic service, at a macro level. It focuses on training given or coordinated by industry training boards, regional training centers, certain employer organizations, and certain large employers, as an example of training that is available in an industry. Industries are classified into the following categories: mining and quarrying; manufacturing (food beverages and tobacco; textile, clothing, and leather; wood and wood products; paper and paper products; chemicals; nonmetallic mineral products; metal products, machinery, and equipment; electricity, gas, and water; construction; wholesale and retail trade, catering, and accommodation; transport, storage, and communication; finance, insurance, real estate, and business services; and community, social, and personal services.) Descriptions of training organizations are presented alphabetically, according to the industries in which they are found. Each description covers such areas as running training courses, coordination and administration of training, setting syllabi and setting standards, setting examinations, training for trainers or instructors, financing of training, training facilities, and contact person. A description of the training available at the nine regional training centers concludes the directory. (YLB)

ED 347 326 CE 061 554

Washington, William N.
Cooperative Education: Training Health Managers.
PUB DATE- 92
NOTE- 12p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Administration; *Administrators; Allied Health Occupations Education; Attitude Change; *College Students; *Cooperative Education; *Graduate Students; *Health Personnel; Higher Education; Internship Programs; Medical Education; *Outcomes of Education; Program Effectiveness; Student Attitudes; Student Experience

Health administration students attending a college or university in Los Angeles, California, participated in a study of the effect of cooperative education. Three groups of students were selected. Group 1 consisted of undergraduate minority students--five males and five females (19-28 years old) with no prior health related work experience. Groups 2 and 3 were graduate students majoring in health services administration. Group 2 was comprised of 10 males and 5 females (22-46 years old). Group 3 consisted of 5 males and 10 females (21-48 years old). Groups 1 and 2 performed their cooperative experience in the first year of the study, Group 3 students in the following year. After administration of pretest questionnaires, students were placed in a health-related agency under the supervision of a professional health administrator for a minimum of 11 weeks. The posttest was the same questionnaire used for the pretest. A Likert-type attitude questionnaire measured students' feelings about themselves and about becoming health professionals. The

the Disadvantaged Consumer" (Schuchardt et al.); "The Jouranl of Consumer Affairs" (Herrmann et al.); "The Consumer's Role in a Changing Marketplace" (Edwards); "Developing Curricula in Consumer Affairs" (Widdows); "Developing an Internship Program" (Douthitt); "CRIS (Consumer Response Information System) in Class" (Hay); "What Business Consumer Affairs Professionals Want in Graduates" (Brady); "What Consumer Economics Textbooks Say about Service Contracts" (Ackerman); "Children and Consumer Decision Making a la Carte" (Coon, Peterson); "Adoption of Financial Planning Practices by Midlife and Older Women" (FitzGerald, Foster); "Financial Freeway: A Financial Management Program for the High School" (Haldeman, Crites); "EFNEP Plus: A Money Management Calendar and Education Program for EFNEP Clientele" (McRee et al.); "A Financial Counseling Prototype: Implications for Use of Expert Systems Technology In Extension Programming" (Smith); "'It's One Day at a Time because Tomorrow's Not a Promise': An Audience Analysis for Financial Management Education" (Swanson); "Consumer Interest of Minority Market Segments and Marketplace Problems" (Snuggs); "Federal Government Promotes Minority Consumer Outreach" (Yates); "Cultural Diversity and Consumer Literacy" (Hemphill); "Value of Time in Household Work: Estimates from the NLS Data" (Duncan); "Making Consumer Education 'Green'" (Cude); "Life and Death Health Care Decisions: Legal Rights, Policy Trends, and Consumer Education Challenges" (Stum, Goebel); "Consumers Want a Government Program for Health Care" (Lipsen); "Modeling and Simulation as a Consumer Economics Research Tool" (Widdows, Widdows); "Consumer Decision Making in a Global Context" (Lusby); "Examining the Influence of Values and Lifestyles on Environmental Decisions" (Stum); "Educating and Motivating Consumers to Manage Household Waste" (Bowen); "A Call to Arms: Defending and Strengthening Consumer and Family Economics Programs in the Face of the Budget Stringencies of the 1990's" (Metzen); "Proposed Elimination of the Consumer Economics Program at the University of Maryland" (Dardis); "Teaching Consumer Affairs from a Distance" (Adams); "College Student Time Use and Formation of Human Capital" (Pritchard); "Sharing Ideas for Teaching Intermediate Consumer Economics Micro-Theory Courses" (Weagley, Joesch); "Consumer Economics Professors Should Actually Profess Something" (Garman); and "ERIC Database: Information for the Asking!" (Wagner). (NLA)

ED 347 346 CE 061 584

Hashimoto, Masanori
The Japanese Labor Market in a Comparative Perspective with the United States. A Transaction-Cost Interpretation.
PUB DATE- 90
NOTE- 160p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Capitalism; Communication (Thought Transfer); Developed Nations; *Economic Development; Economic Factors; *Economics; *Employer Employee Relationship; Foreign Countries; *Human Capital; Investment; *Labor Market; *Socioeconomic Influences
IDENTIFIERS- *Japan; United States

A comparison is made of some of the notable features of the Japanese and U.S. labor markets. In Japan, as compared to the United States, for example, levels of employment tenure are higher, employer-employee attachment stronger, earnings-tenure profiles more steeply sloped, layoffs and dismissals much less

IDENTIFIERS- Australia

All employees are influenced by career management actions at each step of their career. The responsibility for career planning rests with the individual, whereas the responsibility for career development support should be the employer's: career management is a shared decision. Career planning training helps employees to analyze their interests and goals, consider options, and make job-related decisions. Career planning is the individual's counterpart to an employer's human resource planning; work satisfaction, career information and training services, and career guidance are important parts of both. Many issues employees raise concerning their careers are experienced by everyone at some stage of work life: goal setting; career frustration; career change considerations; taking stock; taking control; managing oneself; improving career prospects; getting noticed; seeking promotion; networking; mentor value; career ladders; competition at work; office politics; corporate culture; promotion failure; counseling need; and employers' career assistance. The employers' role in career support training can take many forms: career development support techniques; workshops; life planning support; publications; career information resources; helping subordinates; coping with career plateaus; hiring older workers; affirmative action; and realistic expectations. The key to a successful process is in the depth of management attention to career development education needs. (NLA)

ED 347 364 CE 061 608

Stevens, Paul
The Australian Resume Guide. Making Your Job Application Work. Including a Directory of Job Seeker Resources. The Worklife Series.
PUB DATE- 90
NOTE- 209p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Educational Experience; Employment Experience; Employment Interviews; Foreign Countries; *Job Application; *Job Search Methods; Resource Materials; *Resumes (Personal)
IDENTIFIERS- Australia

This resume guide helps individuals in Australia develop a job application that will show employers the benefits of hiring that individual. The 11 sections of the guide explore the following topics: (1) preparing the resume; (2) checklist for the resume; (3) producing the resume; (4) sample resumes; (5) the job application letter; (6) sample letters; (7) follow-up letters; (8) student resume writing; (9) 11 sample resumes for 7 types of students; (10) sample letters for students; and (11) directory of Australian job seeker resources. Section 4, which forms the bulk of this document, contains 61 sample resumes and an index with the following headings: resumes for 12 special situations, resumes for 10 types of career changers, and resumes for 51 specific occupations. (NLA)

ED 347 365 CE 061 609

Stevens, Paul
Your Career Planner: Reducing the Risks to Those Worth Taking. The Essential Guide for Successful Decision Making.
PUB DATE- 91
NOTE- 76p.

manufacturers, and dealerships; (2) electrical and construction labor union sponsored programs; (3) the maritime industry and U.S. government; and (4) professional firefighters and emergency services personnel. Chapters 6-9 analyze the data uncovered relating to the four programs and their uses of cooperative apprenticeships for training and human resource development. Chapter 10 describes a model for cooperative apprenticeship between business and industry, labor, government, professional organizations, the community college, and the local community. The report includes 14 figures, 6 tables, and a 104-item bibliography. (YLB)

ED 347 385 CE 061 653

Antelope Valley Bridge from Education to Careers.
SPONS. AGENCY- California Community Colleges, Sacramento.
PUB DATE- 92
NOTE- 65p.; For a related document, see CE 061 654.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Career Awareness; *Career Education; Career Exploration; College School Cooperation; Economics; *Education Work Relationship; Elementary Secondary Education; Job Placement; Job Training; *Lifelong Learning; Postsecondary Education; Quality of Working Life; Regional Planning; *School Business Relationship; School Community Relationship; Transitional Programs
IDENTIFIERS- *Antelope Valley Union High School District CA

The Antelope Valley Union High School District's regional plan for career education and lifelong learning represents a model for educational levels/districts cooperation. The plan provides a bridge from education to careers that takes into consideration changes in the economic marketplace. The career development plan includes elementary, middle, and high schools, as well as postsecondary institutions, adult schools, and training programs. Students, parents, and employers are considered process customers. The process is composed of five major components: (1) career awareness; (2) exploration; (3) decision making; (4) preparation; and (5) job entry. Each of the 5 plan years contains specific activities relating to 7 goals: (1) business and education commitment; (2) systematic and comprehensive career development process; (3) bridges and transitions between education levels; (4) coordinated education and training resources between postsecondary agencies; (5) coordinated alliances between business and education; (6) information dissemination to the community; and (7) continuous process improvement. (Appendix A contains a glossary of terms. Appendix B lists career prep council steering committee members.) (NLA)

ED 347 386 CE 061 654

Building a Regional Bridge from Education to Careers in Partnership with Business, Industry, Government, and Education. A Regional Planning Process Model for K-14 Career Education with Employer Linkages.
SPONS. AGENCY- California Community Colleges, Sacramento.
PUB DATE- 92
NOTE- 30p.; For a related document, see CE 061 653.
LANGUAGE- English

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Decision Making; Educational Improvement; *Educational Quality; *Educational Strategies; *Participative Decision Making; Problem Solving; *Quality Control; Recognition (Achievement); Standards; *Vocational Education
IDENTIFIERS- Customer Services; ERIC Digests; *Total Quality Management

Total Quality Management (TQM) establishes business and industry standards and techniques that ensure the quality of products leaving and reaching firms through continuous actions rather than one final inspection. Deming, Juran, and Crosby, who initiated the process, share a common theme of participatory management. Management participation and attitude, professional quality management, employee participation, and recognition reflect a philosophy making internal and external customer satisfaction as the organization's primary goal. TQM implementation success varies depending upon the strategies employed: "cascade" or "trickle down"; "infection" or "bubble-up"; and "loose-tight." In order for TQM efforts to meet expectations, good tactics and a strong strategic framework should be employed. Five phases are offered to implement TQM in vocational education institutions: commitment; organization development; customer focus; process orientation; and continuous improvement. Improving the quality of products and services is crucial to the public education system. Westinghouse Vocational Technical High School in New York City demonstrates TQM in its Education Quality Initiative. Benefits of TQM philosophy in vocational education programs are the result of attitude change and teamwork. With good facilitation, interdisciplinary cross-functional teams can result in improved communication, increased involvement, improved quality and efficiency, and increased productivity. (NLA)

ED 347 405 CE 061 690

Imel, Susan
Interagency Collaboration: Its Role in Welfare Reform. ERIC Digest No. 126.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Agency Cooperation; At Risk Persons; *Cooperative Planning; Employment Services; Human Services; *Linking Agents; Needs Assessment; Problem Solving; *Teamwork; *Welfare Services
IDENTIFIERS- ERIC Digests; Family Support Act 1988

The Family Support Act (FSA) of 1988 provides opportunities for educators to form linkages with other agencies to strengthen families and help them move toward self-sufficiency. The FSA affords professionals chances to forge critical interagency connections and expand the range and capacity of programs for learners at risk. A strategy for forming effective linkages across agencies, particularly at the local level, has six

Counselors; *Special Needs Students

School counseling has evolved from primarily being a vocational guidance service for high school students to being a multifaceted service. School counselors have been providing services to an increasing number of special education students especially since the passage of the Education for All Handicapped Children Act of 1975. School counselors need to be knowledgeable about this law; federal and state diagnostic and placement criteria; individualized educational programs; and mainstreaming concepts. When counseling special needs students in the area of postsecondary educational opportunities, school counselors' responsibilities may extend to include teaching disabled students to become self advocates, completing financial aid forms, and providing information on institutions of higher learning with adequate support services. The National Council for Accreditation of Teacher Education and the Council for Accreditation of Counseling and Related Education Programs established criteria for counselor education programs to use as guidelines to ensure school counselors-in-training attain a high level of academic competence and a mastery of counseling skills. Researchers and theorists have made these recommendations for the enhancement of counselor education programs: incorporating learning experiences and activities regarding exceptional students into existing coursework, requiring a course which gives an overview of handicapping conditions, inviting guest lecturers, and/or a seminar course for students from the related disciplines of school counseling, rehabilitation counseling, special education, and vocational counseling. (ABL)

ED 347 424 CG 024 352

Inderbitzen-Pisaruk, Heidi; And Others

Identification of Social Behaviors Important for Adolescent Peer Acceptance: Implications for Social Skills Training.

PUB DATE- Nov 91

NOTE- 14p.; Paper presented at the Annual Meeting of the Association for Advancement of Behavior Therapy (25th, New York, NY, November 21-24, 1991).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adolescents; *Friendship; *Grade 9; *Interpersonal Competence; Junior High Schools; Junior High School Students; *Peer Relationship; Personality Traits

Although much attention has been devoted to the study of social competence in the past decade, few researchers have examined the adolescent age group. These two studies examined what behaviors are important for positive peer relations in adolescence. In the first study 1,142 ninth-graders (577 males, M age=14.78; 565 females, M age=14.61) from 7 public junior high schools completed a questionnaire which asked them to select the three same-gender classmates whom they liked the most and the three they liked the least from an attached roster of all same-gender ninth-graders. Students were also asked to write down reasons for each nomination. Cooperativeness, initiation of activities, enjoying jokes, sharing common activities and interests, loyalty, friendliness, and support were all related to positive peer relationships in adolescence. In the second study ninth-graders (N=1,142) from seven public junior high schools completed questionnaires assessing an adolescent's social skills and a student's level of peer acceptance and the presence of reciprocal friendships. Analysis kindergarten through 12 is presented in this guide. An introduction discusses the background and research-based data as to why esteem building is essential for today's students. Chapter 1 explains the building blocks of self-esteem: security, self-hood, affiliation, mission, and competence. Chapter 2 presents a detailed plan of daily, weekly, monthly, and yearly activities that are grade level specified and cross-referenced to all major curriculum areas. Chapter 3 presents activities and strategies to build the student's feelings of trust, safety, and security. Chapter 4 presents activities and strategies to build the student's feelings of individuality and acquisition of self-knowledge. Chapter 5 presents activities and strategies to increase the student's feelings of belonging as well as to enhance social skills. Chapter 6 presents activities and strategies to help the student gain a sense of purpose. The chapter covers goal-setting, measuring past performance, and decision-making skills. Chapter 7 presents activities and strategies to help the student recognize successes and internalize feelings of accomplishment. Chapter 8 presents activities in which students work as cooperative teams to build each of the five feelings within themselves and others. Chapter 9 presents daily language development assignments and topics. Chapter 10 presents activities done on a school-wide basis to increase each of the five self-esteem components. This chapter presents spirit and climate energizers as well as activities for principals. Two appendixes contain a self-esteem bibliography and student self-esteem assessment charts and prescriptive plan. (ABL)

ED 347 444 CG 024 372

Youngs, Bettie B.
The 6 Vital Ingredients of Self-Esteem: How To Develop Them in Your Students. A Comprehensive Guide for Educators, K-12.
PUB DATE- 92
NOTE- 173p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Elementary Education; Elementary School Students; *School Counseling; *Secondary Education; Secondary School Students; Self Concept; *Self Esteem; Self Evaluation (Individuals); Student Needs; *Teacher Role; Teacher Student Relationship; *Teaching Methods

To provide a course of practical guidance for teachers in creating an environment that promotes positive self-esteem in students is the stated goal of this book. Chapters 1 through 3 explore the way in which self-esteem affects people and how teachers can assess the levels of students' self-esteem. Topics discussed include how self-esteem influences behavior and indications of high and low self-esteem. Chapters 4 through 14 describe in detail the vital ingredients of self-esteem and offer examples and exercises for teachers, students, and parents. Chapter 4 discusses physical safety, including discussion of safety in school and at home. Chapters 5 and 6 discuss emotional security, focusing on how to help students feel worthy and how to deal with students' fears and insecurities. Chapters 7 and 8 focus on identity and a student's search for self. Chapters 9 and 10 discuss affiliation and belonging. Chatper 11 is concerned with competence and helping students to feel capable. Chapter 12 again focuses on competence, emphasizing how to help parents understand their child's world of work. Chapte 13 discusses the improved self-esteem, drug knowledge and awareness, improved parenting skills, and health promotion. Both bimonthly parent education courses and weekly peer role modeling sessions between middle and elementary school students comprised the intervention for this research. It was hypothesized that the intervention would lead to an increase among the third graders (N=34) in self-esteem, improved attitudes, increased knowledge regarding drugs, and an improvement in the quality of parent-child relationships. The results were encouraging. Increases were found in the predicted direction from the experimental group on all of the major variables. (Author/ABL)

ED 347 464 CG 024 394

Piscitelli, Christine D.
Improving Positive Experiences for Middle School Minority Students Entering a Suburban Community, through Intervention Programs Involving Staff, Parents, and Students.
PUB DATE- 92
NOTE- 142p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Intervention; Junior High Schools; Middle Schools; *Minority Groups; Parent School Relationship; School Role; Suburban Environment
IDENTIFIERS- *Middle School Students

This practicum was designed to increase the positive experiences of middle school minority students entering a suburban community. The problem for racial and ethnic minorities is how to have full access to and participation in the educational life of the community without surrendering their language and cultural distinctiveness. The goals of this practicum were to enable approximately 230 minority students and their parents to have positive school experiences when interacting with classroom teachers as well as when they were engaged in other school activities. A holistic program was designed which consisted of a series of interventions involving students, teachers, parents, and administrators. These interventions included inservice programs and monthly communiques with parents and assistance programs for students. The results of the program were positive. The goals and objectives of the practicum were met. An analysis of the objectives and goals revealed that there was a major improvement in the incorporation of minority culture students into the educational life of the school. The intervention programs had a positive impact upon the teacher's awareness of the unique needs of minority students entering a suburban community. (Author/ABL)

ED 347 465 CG 024 395

Zucker, Evan L.
Going Abstract: Teaching Research Concepts in Introductory Psychology.
PUB DATE- Apr 92
NOTE- 12p.; Paper presented at the Annual Meeting of the Southwestern Psychological Association (38th, Austin, TX, April 16-18, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Instruction; College Students; *Counselor Training; Higher Education; *Introductory Courses; *Psychology;

lead to new counseling strategies and that Positive Uncertainty can be a stimulus for such exploration. (ABL)

ED 347 487 CG 024 487

Bloland, Paul A.
Qualitative Research in Student Affairs. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- College Students; *Counselors; Higher Education; *Qualitative Research; *Research Methodology; *Research Needs; *Student Personnel Services; *Student Personnel Workers
IDENTIFIERS- ERIC Digests

For student affairs, a professional field heretofore dominated by the positivistic design structure imposed by quantitative research methodology and traditional graduate research courses, an increased utilization of an alternative methodology, the qualitative, would lead to a greatly expanded range of researchable questions. The use of qualitative research approaches can greatly expand the breadth and depth of the understanding of the student in higher education as a developing participant in his or her own learning process. (ABL)

ED 347 488 CG 024 488

Morgan, James I.
Accreditation of College and University Counseling Services. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Accreditation (Institutions); Accrediting Agencies; *Counseling Services; Higher Education; School Counseling
IDENTIFIERS- ERIC Digests

Accreditation of counseling services on college campuses is a relatively recent development. These areas are covered in accreditation standards: relationship of counseling center to college community; counseling service roles; ethical standards; counseling service personnel; related guidelines; and multiple counseling agencies. As public accountability continues to become more important and as the professionalism movement continues, one clear way to establish at least minimal standards for counseling services is for an agency to seek and achieve accreditation. (ABL)

ED 347 489 CG 024 489

England, Joan T.
Building Community for the 21st Century. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 3p.

evaluation processes, and to develop writing portfolios exhibiting a wide range of student performance. A staff survey was administered comparing standardized tests to course content being implemented; a survey was conducted among third grade parents to ascertain their preferences for report cards or conferences, as well as their evaluation of the effectiveness of conferences; frequent conferences were held with parents to set goals for, and report progress on, student achievement; scaffold conferences were implemented with individual students on a regular basis to review goals and progress; steps in the writing process were modeled; a variety of authentic assessments were implemented, including the portfolio and observation approaches; and several portfolio workshops and alternative assessment presentations were given at district, county, and state levels. Results of the practicum were positive. Analysis of data revealed that the authentic assessment methods monitored through scaffold conferences taught students to assume increased responsibility for their own learning programs. More frequent conferences between parents and teacher, plus the implementation of a criteria based report card, created more meaningful dialogue about the educational program and individual student progress. (Two tables of data and two figures are included. Nine appendixes--containing surveys, a teacher scoring sheet and checkoff grid, report card criteria, and parent suggestions--and 44 references are attached.) (Author/SR)

ED 347 511   CS 010 984

Maiorana, Victor P.
Critical Thinking across the Curriculum: Building the Analytical Classroom.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 184p.; Also published by EDINFO Press.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Classroom Techniques; *Critical Thinking; Higher Education; High Schools; Methods Research; Student Needs; Teaching Guides; *Teaching Methods; *Thinking Skills
IDENTIFIERS- Critical Listening; *Thinking across the Curriculum

Based on the idea that certain critical skills mark the thoughtful person, inform the workplace, and provide for lifelong learning, this book provides classroom teachers with the ability to teach various subjects to students in a manner that simultaneously develops students' critical thinking, reading, writing, listening, and speaking skills. A key purpose of the book is to offer teachers an understanding of how conventional pedagogical practices inhibit the teaching of cognitive skills, and to introduce a methodology for teaching cognitive skills throughout the high school and college curriculum. Chapters are as follows: (1) What Is Critical Thinking across the Curriculum?; (2) What Is the Purpose of Critical Thinking?; (3) Why We Normally Fail To Teach Critical Thinking in the Classroom; (4) Attributes of an Effective Methodology for Teaching Critical Thinking; (5) Introduction to Means-Ends Critical Analysis of Subject Matter (MECA/SM); (6) Fundamentals of MECA/SM Methodology; (7) How to Use MECA/SM Methodology in Your Classroom; (8) Critical Thinking across the evidence shows ancient societies ruled by women, focused on affiliation and not dominance. Women are turning to ancient texts, goddess religions, and a return to Eros to redeem the divine in themselves to become whole women. Love and the erotic are linked to conflict in the works of many feminist writers. Toni Packer describes the process essential to the self-knowledge necessary for bringing about change and peace in the self, and excerpts from her writings demonstrate the influential aspects of images on the construction of the self. In short, simple attention and questioning are the necessary first steps to changing the way conflict is deployed and internalized. By changing the stories, change will be produced in the world. Images and conflict ultimately cannot be completely avoided, but fresh non-destructive ways of evoking and confronting both should be explored. (Thirty-four references and two notes are attached.) (HB)

ED 347 532 CS 213 410

Ballenger, Bruce
Rethinking the Research Paper.
PUB DATE- Mar 92
NOTE- 25p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational History; *Freshman Composition; Higher Education; *Research Papers (Students); Research Skills; Student Research; *Writing Assignments
IDENTIFIERS- *Personal Writing; Writing Contexts

With rare exceptions, the assignment of a research paper elicits groans from students and sighs from their teachers, or worse. While the research paper became a fixture in composition textbooks and classrooms by the 1940s, its origins can be traced to fundamental changes in the American academy after the Civil War. The language of the term paper was expected to be objective, reflecting the then popular assumption that writing was a neutral and transparent mechanism for transmitting discovered knowledge. One consequence of the historical emphasis on originality in research papers is the privileging of form over content. Another implication of the historical development of the research paper is that English departments are "stuck" with teaching it for every other academic department. Composition teachers can teach certain research skills which do not differ much among the disciplines, and they can teach students that research can be undertaken with passion and objectivity. Personal writing dominates the composition classroom, and a research paper that uses personal experiences and observation will find a natural place in such a course. Instead of just writing for the teacher, students' notion of audience expands to include each other. Instructors in this approach are not authorities on the topics, but apprentices to the researcher. If the instructor is successful, students will leave the freshman composition course knowing that their own curiosity can and should drive their investigations on any topic, and that good research does not have to mean bad writing. (Twenty-one references are attached.) (RS)

ED 347 533 CS 213 423

Bailey, Charles-James N.

are united as never before. The impact of the community of writing instructors at the college has been felt specifically in a number of ways, especially by improving sensitivity to and communication with the teacher's students. However, some are still left out of such communities, as the comments of adjunct instructors demonstrate. Still, building a community of teachers clearly improves the quality of instruction and working environment. (An interaction diagram of the college's English faculty is included.) (HB)

ED 347 551 CS 213 451

Horner, Bruce M.
Writing Down the Songs.
PUB DATE- 24 Nov 91
NOTE- 11p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (81st, Seattle, WA, November 22-27, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Class Activities; *Discourse Modes; Higher Education; Literary Genres; Literature Appreciation; *Songs; Writing (Composition); Writing Instruction
IDENTIFIERS- *Lyrics; Popular Music; Text Factors

The use of music in the literature or writing classroom has been attacked for various reasons, including a "mystification" of music which portrays it as ineffable and abstract. Surprisingly, however, three common arguments for using songs in English classes actually help to maintain the same "mystifying" distinction between music and visual representations of it; namely, that: (1) songs constitute a long literary tradition; (2) the musical settings of songs empower students to appreciate better the lyrics; and (3) the difficulty of representing music makes it a useful subject for developing writing skills. Each of these approaches emphasizes the distinction between texts associated with music and the music itself. Some alternative ways of using songs in the classroom, however, counter such mystification. Mystification is combatted by reconceiving the music as itself "textual" in the form of scores, recordings, and performances. The classroom also can act as a forum for the investigation of competing discourses about songs. A course designed along these lines would elicit such discourses from students' experiences. Also, it should prompt the investigation of those discourses from the perspectives of other elicited discourses. Sample assignment descriptions for the course, the second a revision of the first, illustrate these objectives. The revised version presents different conceptions of songs as operating in the students' experiences. The course does not so much bridge the distinction between music and its representations as erase it. (HB)

ED 347 552 CS 213 452

Smith, Maggy
Contexts for Writing on the Border: The Community and the Constraints of Hispanic Freshman Writers. Presentation Draft Copy.
PUB DATE- Mar 92
NOTE- 14p.; Paper presented at the Annual Meeting of the

Short Happy Life of Francis Macomber'" (D. Teel and D. Thompson); "Henrik Ibsen's 'A Doll's "House'" (P. Westbrook); "D. H. Lawrence's 'The Rocking Horse Winner'" (E. Reynolds and D. L. Smith); "Flannery O'Connor's 'The Life You Save May Be Your Own'" (G. Kelley); "Edgar Allan Poe's 'The Tell Tale Heart'" (J. Blankenship and others); "William Shakespeare's 'Macbeth'" (H. D. Freeman and others); "John Steinbeck's 'Of Mice and Men'" (B. Esslinger and others); "John Steinbeck's 'The Pearl'" (B. Doyle and others); "Alfred Lord Tennyson's 'Ulysses' and Robert Browning's 'My Last Duchess'" (N. Salter); and "Dylan Thomas's 'Do Not Go Gentle into That Good Night'" (D. Teel). (NKA)

ED 347 570 CS 213 482

Ley, Terry C., Ed.
Sourcebook for English Teachers: Directed Reading/Teaching Guides for Selected Literacy Works. Volume 2.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 87
NOTE- 317p.; Developed by participants of the 1987 Summer Humanities Institute in Literary Criticism and the Teaching of Literature. For other volumes, see CS 213 481-483.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Authors; *Class Activities; English Curriculum; English Instruction; English Literature; Instructional Materials; Language Arts; *Literary Criticism; *Literature Appreciation; Resource Units; Secondary Education; *Teaching Guides; Teaching Methods; United States Literature
IDENTIFIERS- Aesthetic Reading

This sourcebook presents reading guides for 27 literary works frequently used by secondary school English teachers. The guides contain an overview of the work, a pool of instructional objectives for each work, a variety of activities, a series of discussion options, suggestions for evaluation, and annotated lists of related works. Included are: "Foreword" (T. C. Ley); "A Summary of Critical Approaches" (A. Dunlop and D. Clark); "Sherwood Anderson's 'I'm a Fool'" (A. Stanley); "Truman Capote's 'A Christmas Memory'" (V. M. Stallings); "Willa Cather's 'My Antonia'" (L. Dewey); "Geoffrey Chaucer's 'The Canterbury Tales'" (K. Jeane and others); "Stephen Crane's 'The Open Boat'" (K. K. Brown); "F. Scott Fitzgerald's 'The Great Gatsby'" (J. Fletcher); "Charlotte Perkins Gilman's 'The Yellow Wallpaper'" (R. F. Gray); "Ernest Hemingway's 'A Farewell To Arms'" (E. Nash and others); "Homer's 'The Odyssey'" (V. W. Cranford); "W. W. Jacobs's 'The Monkey's Paw'" (V. V. Johnson); "Sarah Orne Jewett's 'A White Heron'" (J. M. Knipp); "James Joyce's 'A Portrait of the Artist as a Young Man'" (P. Gatlin and C. G. Smith); "Franz Kafka's 'The Metamorphosis'" (D. Yarbrough); "Jack London's 'The Call of the Wild'" (S. Banasiak); "Arthur Miller's 'Death of a Salesman'" (E. Cannon and L. Richardson); "Flannery O'Connor's 'Good Country People'" (J. B. Cross); "George Orwell's 'Animal Farm'" (L. M. Davis); "W. H. D. Rouse's 'Gods, Heroes, and Men of Ancient Greece'" (G. W. Crabb and R. A. Hendon); "William Shakespeare's 'Julius Caesar'" (O. King and C. Oten); "William Shakespeare's 'Romeo and Juliet'" (G. Watford and C. Smith); "Percy Bysshe Shelley's 'Ozymandias' and Morris Bishop's 'Ozymandias Revisited'" (R. Thompson); "Eudora Welty's 'A Worn Path'" (R. Foster); "T. H.

ED 347 587 CS 507 854

Moriyama, Masaki; Harnisch, Delwyn L.
Use of Visual Symbols To Promote Communication between Health Care Providers and Receivers.
PUB DATE- Apr 92
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; Community Education; Foreign Countries; Health Personnel; *Interpersonal Communication; Problem Solving; *Visual Aids; *Visualization
IDENTIFIERS- Communication Strategies; Community Based Organizations; *Health Communication; *Japan

Based in a stream of community-based health promotion activities rather than a fixed framework of hypothesis testing, the study described in this paper tried to solve the problem of the one-sided communication between Japanese health care providers and receivers by visualizing health-related feelings and concepts for both parties involved in the communication. Three visualization prototypes were developed to visualize: (1) basic sensation and feelings accompanying illness using symptomatic symbols; (2) a wholistic concept of wellness using a face graph; and (3) the multidimensionality of health by using two-dimensional mapping. To develop and further improve these prototypes, people's needs were considered and the research strategy of learning from people by sharing the process of problem solving was adopted. The prototypes were announced at various professional meetings, and people were invited to participate in the process of problem-solving. Several groups were interested and assisted by improvement and triangulation of the prototypes. Results indicated that the strategy was effective in improving the understanding of health-related concerns in typical situations. (Two tables of data and 12 figures are included; 24 references are attached.) (RS)

ED 347 588 CS 507 858

Iwamoto, Kichi
Critical Thinking and Teaching Business People.
PUB DATE- 23 Feb 92
NOTE- 14p.; Paper presented at the Annual Meeting of the Western States Communication Association (63rd, Boise, ID, February 21-25, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business; *Cognitive Processes; Creative Thinking; *Critical Thinking; Higher Education; *Persuasive Discourse; *Professional Training; Seminars; *Thinking Skills
IDENTIFIERS- Professional Concerns

Although academia has been concerned with the need to expand the use of critical thinking skills in the secondary and collegiate curricula, it has paid little attention to the application of critical thinking skills in adult business education. Challenges for an instructor teaching a class of business executives as opposed to a class of undergraduates include: (1) the varied educational background of the executives; (2) their was demonstrated through improved student attitudes, new friendships, and positive behaviors toward other students and among the five first grade teachers. The students are now more aware of their own needs, and the similarities and differences of others. (Three appendixes--teacher interview questions and personal observation/sample statements--and 17 references are attached.) (Author/PRA)

ED 347 607 CS 507 885

Satchel, Brenda B.
Increasing Prosocial Behavior of Elementary Students in Grades K-6 through a Conflict Resolution Management Program.
PUB DATE- 92
NOTE- 84p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Antisocial Behavior; Behavior Modification; *Conflict Resolution; Elementary Education; *Elementary School Students; Inservice Education; *Interpersonal Competence; Intervention; *Prosocial Behavior; *Student Behavior
IDENTIFIERS- Communication Behavior; *Conflict Management; Mediation Techniques; Peer Facilitators

A practicum was implemented to increase prosocial behavior of students in grades K-6 through a conflict resolution management program. The objectives of the intervention were to: (1) reduce student discipline referrals for antisocial behavior; (2) increase student conflict resolution scores; and (3) increase the prosocial behavior of students. Several activities were utilized to increase the prosocial behavior of students. These activities involved the selection and training of student facilitators who would serve as mediators in conflict situations; teacher inservice designed to give teachers strategies for resolving conflicts within the school setting; implementation of a curriculum to teach conflict resolution within the school setting; presentations at PTA Executive Board, School Improvement/Effective School Team, and School Care Team meetings; monitoring of the progress of students; and implementation of behavior management techniques within the classroom setting. Data used to evaluate the practicum intervention indicated a somewhat positive effect upon increasing the prosocial behavior of elementary students. However, all three objectives were not achieved as outlined by the established criteria. The results indicated that discipline referrals for antisocial behavior were reduced, a majority of the students improved their conflict resolution scores, students felt that they got along well with their peers, and they felt good about school. (Nine tables of data are included; 28 references and 4 appendixes of forms--student discipline action summary, a form for student profiles on conflict resolution, an annual school survey, and a weekly log--are attached.) (Author/PRA)

ED 347 608 CS 507 899

Aiex, Nola Kortner; Aiex, Patrick
Health Communication in the 90s. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

Oregon are provided in this technical assistance manual. Chapters cover the following areas: Oregon revised statutes for alternative education; Oregon administrative rules for alternative education; state board of education policies; guidelines for school districts; Oregon School Boards Association selected sample projects; commonly asked questions and answers on alternative education; the 1988-89 student reporting format; application for registration and standards for private alternative instructional programs; community college alternative programs and their student accounting policies; and information about the Oregon Association for Alternatives in Education (OAAE). A map of Oregon regions for the OAAE is included. (LMI)

ED 347 627 EA 024 025

Tennessee Public Education: Positioned for Progress in the 1990s. Annual Joint Report on Preschool through Graduate Education in Tennessee.
PUB DATE- 31 Jan 92
NOTE- 42p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Dropout Rate; *Economic Factors; *Educational Change; *Educational Objectives; *Educational Planning; Educational Technology; Elementary Secondary Education; Graduation Requirements; Higher Education; Preschool Education; Program Evaluation; School Restructuring; *State Action
IDENTIFIERS- *Tennessee

Plans for restructuring Tennessee public education have been interrupted by the prolonged national recession and a $276.4 million reduction in the 1991-92 state education budget. The state's 1991 Annual Joint Report identified 26 essential educational objectives. Although progress in some areas has been limited, Tennessee has achieved a 25 percent yearly increase in GED recipients; a 15 percent yearly increase in college-bound high school graduates; a 10 percent increase in state public college graduate rates; an improvement in black participation rate in Tennessee higher education; a declining high school dropout rate; a decrease in elementary grade-level retention rates; an improvement in state and ACT achievement test scores; an increase in state-licensed teachers; an increase in school-business partnerships and school-based management; and an increase in university research and private gifts and grants. During 1992, state and local policy makers should provide adequate funding for all education levels; create a statewide technology network; encourage increased usage of educational technology; enroll all 4-year-old at-risk children and their families in early childhood and parent involvement programs; and increase applied university research. Appendices contain joint report requirements, high school graduation and state college entry requirements, national and state education goals, the State Board of Education master education plan, the Tennessee Challenge 200 program, and related documents. (MLH)

ED 347 628 EA 024 026

Policy for the Principal in Tennessee's Schools.
PUB DATE- 15 Nov 91
NOTE- 19p.
LANGUAGE- English

Marzano discusses three domains (learning to learn, content thinking, and reasoning) assignable to specific subjects, and Francis Schrag describes how to promote deep thinking in the classroom. "Teaching and Assessment" describes new methods for teaching thinking and assessing student progress. Barak Rosenshine and Joseph Guenther describe "scaffolding" (temporary instructional supports), and Ann Brown and Joseph Campione urge incorporation of thinking into all school programs through "reciprocal teaching" strategies. Charles Letteri's essay focuses on assessing students' learning strengths and weaknesses as a diagnostic tool for guiding individualized and group programs to improve classroom performance. Robert Ennis discusses several tests and techniques for measuring thinking for accountability. "Concluding Perspectives" synthesizes research on practical methods of teaching thinking in essays contributed by Barry Beyer, Robert Sternberg, and James Keefe. Most chapters contain reading suggestions. (MLH)

ED 347 648 EA 024 092

Randall, Ruth E.
The Principal's New Role in Implementing Choice.
PUB DATE- Feb 92
NOTE- 21p.; Paper presented at the Annual Meeting of the National Association of Secondary School Principals (San Francisco, CA, February 14-18, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Role; *Boards of Education; Educational Policy; Elementary Secondary Education; Information Dissemination; Nontraditional Education; *Parent Participation; *Principals; *Program Implementation; *School Choice

The role of the principal in implementing school choice policy is examined in this paper. Choice policy is viewed as a triad composed of three points--policy, consumer information, and diversity of the learning environment. Guidelines are offered for principals to help parents make school choice decisions, and several helpful booklets are identified. Factors in parental choice include understanding child development, disseminating information, and considering the costs of providing information. Examples of different learning environments in Minnesota are described. A conclusion is that choice is a powerful change agent, and principals who accept their new role in implementing it will be leaders in effecting change. (20 references) (LMI)

ED 347 649 EA 024 093

Fris, Joe; And Others
Types of Conflict Management Strategies Used in Three Kinds of Organizations: 50 Cases from Schools, Community Health Centres, and Schools of Nursing. Executive Summary.
PUB DATE- Apr 92
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Administrative Problems; *Administrator

this paper, which introduces the conceptual framework of a larger empirical study in progress. The study attempted to: (1) describe the ethical conflict and moral dilemmas faced by teachers and principals; and (2) investigate individuals' actions and beliefs to determine whether an awareness of personal value issues exists. Interviews were conducted with a total of 30 respondents: 5 elementary and 5 secondary principals, and 10 elementary and 10 secondary teachers. Findings indicate that for teachers, professional, collegial loyalty was a dominant measure of moral/ethical action. A conclusion is that individual moral codes often conflict with the entrenched ethical dimensions of the school culture and that conflicts and implicitly valuational resolutions can be expected. (75 references) (LMI)

ED 347 669 EA 024 115

Taylor, Dianne L.; Teddlie, Charles
Restructuring and the Classroom: A View from a Reform District.
PUB DATE- Apr 92
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Classroom Environment; Classroom Techniques; Elementary Secondary Education; *Instruction; Participative Decision Making; *School Restructuring; *Teacher Participation; *Teaching Methods

Findings of a study that examined the effect of school restructuring, particularly increased teacher participative decision-making, on classroom teaching practices are presented in this paper. Data were derived from: (1) classroom observations of 33 elementary and senior high schools, which matched pilot with nonpilot schools, and (2) a questionnaire administered to 1,654 teachers in the 33 schools, which elicited 637 responses, or a 39 percent response rate. A comparison of teaching strategies, student learning activities, and classroom environment of schools with high and low levels of teacher participation suggests that restructuring has not influenced classroom activities despite verbal support from top-level district administrators. Recommendations are made for focusing on teachers' work with their students and devising alternative student assessment methods. One table is included. (23 references) (LMI)

ED 347 670 EA 024 116

Weaver, Tyler
Total Quality Management. ERIC Digest, Number 73.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Administrative Principles; *Educational Quality; Elementary Secondary Education; *Participative Decision Making; *School Administration; School Business Relationship; *School

A study examined the influence of differences in school district organization on internal school organizational processes that are central to reform strategies, such as teacher cooperation and instructional leadership. Data were obtained from interviews conducted with the principals of 98 Tennessee elementary schools that participated in the State's School Incentive Improvement Program (SIIP) and from teacher questionnaires. Findings indicate that schools in both centralized and decentralized districts had a more positive school ethos when compared to schools in districts characterized by "fragmented centralization." The level of district support appeared to be a crucial mechanism for positive change in schools. A conclusion is that the implementation of internal organizational processes may depend upon designating a clear message of general district control policy and the level of district support for school operation. (37 references) (LMI)

ED 347 690 EA 024 141

McCarthy, Jane
The Effect of the Accelerated Schools Process on Individual Teachers' Decision-Making and Instructional Strategies.
PUB DATE- Apr 92
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Acceleration (Education); Collegiality; Elementary Education; Faculty Development; High Risk Students; *Instructional Improvement; Learning Processes; *Participative Decision Making; *Program Effectiveness; *Teacher Improvement
IDENTIFIERS- *Accelerated Schools

A study examined the influence of participation in the Accelerated Schools Project on teachers' instructional behaviors, with a focus on teachers' instructional decision-making and their implementation of inquiry processes. The Accelerated Schools Project was designed to integrate high-risk students into the educational mainstream by the end of elementary school, and was based on the concepts of school-based management, teacher empowerment, and collaborative inquiry. The project was evaluated through interviews conducted with teachers and administrators in two accelerated elementary schools that participated in the acceleration process for at least 2 years, classroom observations, and document analysis. Findings suggest that teachers achieved a spirit of empowerment; engaged in cooperative instructional planning; and provided enriched, active learning experiences. (28 references) (LMI)

ED 347 691 EA 024 143

Papalewis, Rosemary; And Others
Mentor Development: A Model of Collaboration. Implementation of the Danforth Project at CSU, Fresno.
PUB DATE- Apr 92
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

ED 347 711 EC 301 282

A Study of Braille Literacy in Virginia's Public Schools. Report of the Board of Education and the Department for the Visually Handicapped to the Governor and the General Assembly of Virginia. Senate Document No. 31. Reprint.
PUB DATE- 91
NOTE- 85p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Blindness; *Braille; Educational Methods; Educational Needs; Elementary Secondary Education; *Literacy; *Needs Assessment; Position Papers; Public Schools; State Standards; State Surveys; *Visual Impairments
IDENTIFIERS- *Virginia

This state-mandated study examines the manner in which Braille instruction is being offered to Virginia's children with visual disabilities. The study sought to determine the need to require school divisions to offer Braille instruction; the role of Braille instruction as a viable method of promoting literacy; the number of students who could benefit from Braille instruction; the appropriateness of requiring Braille instruction and the increases in costs; the need for instructional and administrative organization, and instructional and support personnel; and the need for preservice and inservice training. Information was gathered through a public hearing, surveys, a review of methods for determining which students need Braille instruction, and statements from consumer groups. The study found that Braille is a viable method of promoting literacy among some blind and visually handicapped students. State and federal regulations mandate that Braille instruction be included in the Individualized Education Programs of students who need it. Braille instruction is available in all of Virginia's school divisions, either from a Vision Teacher or through services purchased from the Department for the Visually Handicapped. The study concluded that, while the lack of Braille instruction is not pervasive, there may be individual problems that require corrective action. Ten recommendations are offered. Appendices contain the state resolution calling for the study, survey results, and position statements from several organizations. (JDD)

ED 347 712 EC 301 323

Jamner, Jacques P.
Increasing the Number of Emotionally Disabled Students in Mainstream Classes in Elementary and Middle Schools through a Teacher-Student Cooperative Model.
PUB DATE- 13 Mar 92
NOTE- 91p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Behavior Change; Behavior Modification; Consultation Programs; Elementary Education; *Emotional Disturbances; *Interpersonal Competence; *Mainstreaming; Middle Schools; Peer Teaching; Student Placement; Teacher Attitudes; Teaching Methods; Tutoring
IDENTIFIERS- *Behavior Management; *Middle School Students

This practicum had six objectives: (1) to increase the training

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 21 Jun 91
NOTE- 119p.; For a conference paper on this project, see ED 321 440 or Appendix 1 of EC 301 341. (Question Game discs 1 and 2 for Macintosh Computers accompanied original document but are not included here).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Communication Skills; *Computer Assisted Instruction; *Deafness; *Educational Games; Educational Technology; Elementary Secondary Education; Grammar; Instructional Effectiveness; *Language Acquisition; Language Skills; Microcomputers; *Syntax
IDENTIFIERS- *Wh Questions; *Yes No Questions

Building on the visual orientation of individuals with deafness, and employing such techniques as visualization and directionality, a computer-based method of communicating syntactic knowledge to deaf students was designed. "The Question Game" was designed to model and help students build yes-no questions and WH questions (who, what, when, where). The system utilizes the high resolution graphics capability of the Macintosh computer to achieve visual effects essential to the instructional approach. Written and graphic corrective feedback respond specifically to each error that elementary and junior high-school students make in building English questions, and enable them to correct their misunderstandings. The system provides accompanying pictures to aid comprehension and multiple opportunities to practice and to receive immediate visual feedback. A multiple-choice test, constructed to measure the system's efficiency in teaching 15 students at the 4th/5th or 7th/8th grade levels to recognize correct grammatical structures, showed substantial and rapid improvement, though a test eliciting actual sentence production indicated no significant gains. This final report describes the project objectives, chronology of activities in design and development of materials, and reporting and dissemination activities. Appendixes present a conference paper titled "A Computer Approach to Teaching English Syntax to Deaf Students" by Nancy S. Fogel, and copies of the pre-test and post-test developed for the project. The final report is also accompanied by a teacher's guide to "The Question Game." (17 references) (JDD)

ED 347 731 EC 301 342

Campeau, Peggie L.; And Others
Representing Knowledge Base Diversity in an Expert System Designed To Anticipate Service Needs for Students with Disabilities.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Apr 92
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Oriented Programs; Daily Living Skills; Data Collection; Decision Making; Delivery Systems; Delphi Technique; *Disabilities; *Expert Systems; High Schools; Human Services; Information Systems; *Needs Assessment; *Student

McDonough, Jennifer C.
Double-Labelling: A Case Study of Emotionally Disordered Gifted Students.
PUB DATE- 92
NOTE- 47p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Behavior Problems; Case Studies; *Emotional Disturbances; *Gifted Disabled; Grade 1; Males; Primary Education

This case study describes a 7-year-old boy with severe emotional difficulties but also capable of demonstrating highly gifted behavior. The study involved a review of related literature, and participant and non-participant observation as well as teacher and subject interviews. The case is described in terms of family background, previous school experiences, and the child's school experiences. Noted is the great variation in the child's academic performance depending on his psychological condition. (19 references) (DB)

ED 347 751 EC 301 367

Belcastro, Frank P.
Criteria for Evaluation of Mathematics Programs for Mathematically Gifted Elementary Students.
PUB DATE- 87
NOTE- 15p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Ability Identification; *Academically Gifted; Educational Quality; Elementary Education; *Elementary School Mathematics; *Grouping (Instructional Purposes); *Mathematics Instruction; Program Development; *Program Evaluation; Regular and Special Education Relationship; Student Placement; Teaching Methods

This paper presents seven basic principles or criteria that mathematics programs for mathematically gifted elementary students should meet. A rationale for each criterion is offered. Grouping these children together in one regular class is strongly encouraged so that they can be in one advanced group, as part of the traditional three groups in elementary classrooms. In low enrollment schools, grouping of mathematically gifted students from several grades together in one class is suggested. The seven program principles are that the mathematics program should: (1) be part of the regular mathematics curriculum; (2) have a rigorous identification procedure; (3) provide daily instruction; (4) include placement and interaction with peers who are also mathematically gifted; (5) involve faster pacing; (6) provide challenges at the student's level using advanced strategies; and (7) offer special training for teachers. (12 references) (DB)

ED 347 752 EC 301 368

Smutny, Joan Franklin, Ed.
Illinois Council for the Gifted Journal, 1992.
PUB DATE- 92
NOTE- 85p.

Guides

This learning package is designed for use in conjunction with inservice training for law enforcement personnel in California as well as for use in law enforcement academies and community college administration of justice classes in police community relations. It consists of a manual on cultural awareness and a companion workbook. Based in part on the categories outlined by the California Commission on Peace Officer Standards and Training, the learning package reflects the broader area of cultural awareness by including more information from cultural anthropology and sociology. The manual contains the objectives and basic information to be covered. Topics include the following: introduction to cultural awareness; legal basis for cultural training; elements of culture; intercultural dynamics; conflict perspective; structural functionalism; interactionist perspective; gender (dynamics); sexual harassment policy; customs; art; music; food; ceremonies and rituals; family and kinship; marriage; religion; dress or appearance; values; bias; language; attitudes toward law enforcement; immigrant (terms); cultural change; immigrant and racial groups; cultural perception; hate crimes; communication skills; and social stratification. The workbook is designed around the use of Gestalt psychology and behavioral psychology with cued exercises and opportunities to use the manual to revise responses. (YLB) installing and servicing new products such as computer systems and car stereos; organizing a student enterprise; packaging goods; and designing new structures. Numerous figures, scale drawings, and other graphics illustrate the text. (YLB)

ED 347 308 CE 061 517

Gallo, Dennis; And Others
Communication Technology Curriculum Materials FY 91. Illinois Plan for Industrial Technology Education.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- Sep 90
NOTE- 274p.; For related documents, see CE 061 514-518.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Architectural Drafting; *Communications; Computer Assisted Instruction; Computer Oriented Programs; Computer Science Education; Computer Software; Design; Desktop Publishing; Drafting; Grade 9; Grade 10; Graphic Arts; High Schools; *Industry; Instructional Materials; Map Skills; Photography; Programing Languages; Robotics; Technological Advancement; *Technology; Telephone Communications Systems; Television; Word Processing
IDENTIFIERS- *Illinois; *Technology Education

This document contains technology-based learning activities for the Illinois communication technology course at the orientation level (grades 9 and 10). This packet includes a course rationale, course mission statement, course description, course outline, suggested learning objectives for each of the transportation areas, and suggested learning experiences. The packet also contains 32 developed learning activities. The content can be presented through short lectures, discussion, media, demonstrations, or hands-on activities. The course units can follow either a 9- or an 18-week format. There are six units in this course: introduction to communication technology, drafting and design, photography, graphic arts, processing and communicating information with computers and computer applications, and telecommunications technology. Each unit may contain suggested learning objectives and learning activities. Each activity within a unit contains some or all of the following sections: introduction, materials and supplies list, activity procedures, activity analysis, various kinds of drawings and other graphics, teaching aids, and student handouts. (NLA) semantic differential instrument assessed students' feelings toward five concepts: hospital, cooperative education experience, administrator, health career, and student's skill in administration. Data analysis indicated no significant change between pretest and posttest scores on the attitude questionnaire for any group. Group 3 showed a significant change in attitudes toward the skill of administration. (17 references) (YLB)

ED 347 327   CE 061 555

Imel, Susan
Computer-Assisted Instruction in Vocational Education. Practice Application Brief.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Computer Assisted Instruction; Computer Oriented Programs; *Computer Uses in Education; Educational Research; *Education Work Relationship; Elementary Secondary Education; *Vocational Education

Computer-assisted instruction (CAI) is becoming more important to vocational education, since at least 2 million schools now have computers, and by the year 2000, 75 percent of jobs may require computer knowledge. A review of the literature about CAI in vocational education produced the following findings: (1) although CAI can be effective in vocational education, its superiority over other methods has not been proven; (2) previous computer experience is advantageous in CAI; (3) access and equity are issues associated with CAI; (4) CAI can be a tool for teaching the applications students will use in industry; (5) CAI is an effective tool for delivering competency-based education; and (6) currently, CAI serves in a secondary role in vocational education classrooms. Some guidelines for effective use of computer-assisted instruction include the following: (1) all instructional staff should be familiarized with CAI; (2) access and equity issues should be addressed; (3) existing curricula should be examined to determined ways to integrate CAI; (4) costs and benefits of CAI should be examined before it is adopted; (5) CAI cannot be the sole source of instructional support; (6) drill and practice programs should be used to provide students with effective learning experiences while allowing teachers to have more time with other students needing extra attention; and (7) the role of CAI in vocational education should be broadened. It is concluded that more research is needed to determine the effectiveness of microcomputers as a tool in vocational education. (14 references) (KC)

frequent, and joint consultation and consensus-based decision making more common. To bring together these phenomena in a single conceptual framework, a theory is formulated that incorporates transaction-cost (communication cost) considerations into human capital theory. The theory draws a distinction between two types of investments: investments in firm-specific technical skills and investments in the reliability of information exchanged between employer and employees and among employees. This latter type of investment takes place in the Japanese practices. It is hypothesized that there are more investments in Japan than in the United States because, for various reasons, the investment costs are lower in Japan. The investments in both technical skills and in information reliability may be stimulated by technological progress, and the stimulation is greater the more elastic are the cost functions underlying these investments. It is argued that the cost function associated with the investment in information reliability is more elastic in a lower transaction-cost environment. A conclusion based on these results is that cultural-traditional influences, which shape the transaction-cost environment, probably interacted with technological progress in shaping many of the uniquely Japanese labor market phenomena. (177 references) (KC)

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Career Ladders; *Career Planning; Decision Making; Employment Patterns; Foreign Countries; Job Applicants; *Job Search Methods; Needs Assessment; Occupational Mobility; Resource Materials; *Self Evaluation (Individuals); Workbooks
IDENTIFIERS- Australia; Career Patterns; *Goal Setting

This career planning workbook takes Australian job seekers through step-by-step assessments of their current work situation. Topics addressed in the five parts of the workbook are: (1) analyzing the situation; (2) information resources; (3) setting career goals; (4) planning the next career action; and (5) preparing for transition. Part one contains information on experiential learning, current awareness, constraints, career problems, career hazards, employment future, working conditions, and career vision. Part two contains information on the following topics: information hunting, counseling needs, career development support, networks, management assistance, mentoring, and sources of printed information. Part three discusses setting goals, defining wants, analyzing research, decision making, statements, and the goal-setting process. Part four addresses overcoming obstacles, career handling, and career advancement. The topics covered in the fifth section are the next job goal, job application writing, career action step request, resume writing, interviewing, defining skills, career discussion, hasty resignations, and career development contracts. The workbook contains 32 self-analysis and career planning checklists, worksheets, and exercises. (NLA)

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Advisory Committees; *Career Education; College School Cooperation; Community Colleges; *Education Work Relationship; Elementary Secondary Education; Job Training; Lifelong Learning; *Program Development; *Regional Planning; *School Business Relationship; School Community Relationship; Two Year Colleges
IDENTIFIERS- *Antelope Valley Union High School District CA

The Antelope Valley (California) Bridge from Education to Careers is a regional plan for developing a local program of career education to prepare all students from kindergarten through community college for careers. Recommendations for a model process are based on the Antelope Valley experience. There are 26 steps to building a regional bridge from education to careers: identify core leadership; designate a team leader; identify potential organizations; plan timelines; conduct the first meeting; identify employer concerns; identify planning issues; build cooperation between business and education; identify a leadership group; review existing career development materials; develop a mission statement; obtain feedback about mission statement; identify subcommittees; identify tasks; conduct both committee and subcommittee meetings in same time block; conduct meetings with chairs; prepare committee reports; identify process to achieve mission; identify employer liaisons; design a visual representation of process; develop documents for committee review; route draft documents for review; develop implementation plan; prepare final document; implement plan; and coordinate implementation. (The following are included in this booklet: 12 tips for the building committee, 24 ideas for building employer liaisons, information on the Antelope Valley career guide, and steering committee members.) (NLA)

steps. Step one involves assessing the need and climate for interagency partnerships. Unless a perceived need exists for interagency partnerships, they are unlikely to materialize. Step two involves getting started by formulating a tentative rationale, identifying existing linkages, and developing internal administrative support. Step three involves forming a team, identifying and selecting key players, and issuing the invitations. In step four, partners establish a collaborative relationship. The relationship implies organizations' willingness to change the way services are delivered. A plan is developed in step five that establishes joint goals and objectives as well as steps for achieving them. Developing an action plan involves creating an effective planning environment, formulating the plan, and developing administrative support for the plan. Step six, follow up and follow through, includes actions that can ensure the plan is accomplished. (NLA) suggested that the behaviors important for having reciprocal friendships are different from those important for overall peer acceptance or popularity. It is possible that the behavioral differences found for reciprocal friendship and social preference in this study represent contextual differences. It will be important for future research to examine the qualitative aspects of interaction patterns over time. (ABL)

ED 347 425 CG 024 353

Stevens, Laura E.; DeLamarter, William A.

Evaluations of a Date Rape Situation: Effects of Victim's Power Strategy, Rape Outcome, and Sex of Subject.

PUB DATE- Apr 91

NOTE- 28p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (62nd, New York, NY, April 11-14, 1991).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- College Students; Higher Education; *Individual Power; *Rape; Sex Differences; Student Attitudes

IDENTIFIERS- *Date Rape

According to a recent study a rape occurs every 7 minutes and 60% of those rapes happen on dates. This study examined the impact of assault outcomes (rape, avoidance) and victim's power strategy (direct/bilateral, indirect/unilateral) on male and female evaluations of a date rape situation. College students (N=121) listened to a taped dialogue and answered a questionnaire which assessed their evaluation of the situation. The audiotape presented a re-enactment of a sexual assault incident, supposedly based on information given by both the assailant and the victim. Introductory remarks set the scene, indicated that the couple had been dating awhile, and indicated whether the rape occurred. In the direct/bilateral condition, the female argues with the male explaining why she is not ready to have sex. In the indirect/unilateral tape, the female objects but remains essentially passive. At the end of the tape, the male either leaves indignantly (rape avoidance) or rapes the female (rape outcome). As predicted rape elicited more negative evaluations than avoidance and direct/bilateral strategies were evaluated more positively than indirect/unilateral strategies. In addition, the two types of strategies were differentiated when they were successful, but they were not differentiated when they were unsuccessful. Empathy affected attributions of responsibility. (ABL) feeling of mission, and suggets ways of helping students to develop a sense of purpose. Chapters 14 and 15 suggest ways to integrate self-esteem improvement with the teacher's individual teaching philosophy. Resources and suggested readings are listed, as well as organizations which provide assistance. (ABL)

ED 347 445 CG 024 374

Kehayan, V. Alex
Partners for Change: A Peer Helping Guide for Training and Prevention. Program Guide: Grades K-12.
PUB DATE- 92
NOTE- 451p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Counselor Training; Elementary School Students; Elementary Secondary Education; *Peer Counseling; Program Development; Program Implementation; School Counseling; Secondary School Students

Training and implementation materials for the peer helping program Partners for Change are presented in this book. Section 1 presents information on program development, including planning, preparation, implementation, and evaluation units. Section 2 includes the basic format for teaching the essential communication, group building, and tutorial approaches necessary to reach out to others. Sections 3-13 present materials lists and the step-by-step procedures for implementation, as well as a paper trail of necessary worksheets and forms relevant to the program. Each of the 11 program sections is divided into 4 main components: overview; paper trail; trainer's guide; and leader's guide. The 11 programs are: (1) smooth transitions; (2) welcome; (3) one-to-one; (4) peer intervention network; (5) planning leisure activities now; (6) human relations; (7) kids 'r safe; (8) close encounters; (9) partners against scapegoating; (10) peer assistants to interpersonal relations; and (11) HIV awareness program. The appendix includes forms and sample letters designed to enable users to implement the sessions as well as a review of the history of peer support. A bibliography is included. (ABL)

*Research Methodology; Teaching Methods

Examination of 21 recently published introductory psychology textbooks indicated that different topics were used in the examples illustrating experimental and correlational approaches to research. There are two problems inherent in this organization and presentation. First, students are exposed to research concepts before having any familiarity with the content areas of psychology and secondly, illustrations of the two basic research strategies are applied to different areas of psychology. It seems that application of different research strategies to the same topic would facilitate contrasts between the approaches. This introductory psychology course was organized into seven parts and research methods, concepts, and terms were presented during the class immediately following observational learning. The observational learning of aggression was selected as the topic to illustrate the different approaches to psychological research. Copies of two abstracts from published papers dealing with observational learning were distributed, one abstract representing an experimental approach and the other a correlational approach. In an evaluation of the class at the end of the semester, 13 students from a total of 30 who completed the evaluation responded "yes" to the question, "Do you think having the two abstracts about observational learning of aggression helped you to understand research terms and methods?" Although it is impossible to know if the affirmative responses reflected real understanding, introducing research concepts in this manner appears to be a way to which the students are receptive. (ABL)

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Community; Community Characteristics; *Counselor Role; Counselors
IDENTIFIERS- ERIC Digests

Community is a state of being together in which people lower their defenses and learn to accept and rejoice in differences among people. The characteristics of true community are true inclusivity; no one is exclusive or excluded. People are social creatures who desperately need each other not only for company but for meaning in their lives. Counselors are the "human concern providers" to their communities. (ABL)

ED 347 490 CG 024 490

Maples, Mary Finn
Consulting with the Judiciary: A Challenging Opportunity for the Counselor Educator. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Consultants; *Consultation Programs; *Counselor Educators; Counselor Role; *Counselors; *Judges
IDENTIFIERS- ERIC Digests

A form of consultation called staff development or in-service training is the clearest definition of counselor consultation with the judiciary. The role of the counselor educator is uniquely appropriate to meet the needs of judges. The ability to effectively utilize a variety of media is most appealing to judges. The knowledge base of counseling can contribute significantly to the work of judges, particularly juvenile and family court judges. (ABL)

Curriculum with MECA/SM; (9) An Invitation; and (10) The Principles of Critical Thinking across the Curriculum: A Manifesto for the Analytical Classroom. A bibliography containing 87 references and an index are attached. (HB)

ED 347 512 CS 010 985

Pinnell, Gay Su
Restructuring Beginning Reading with the Reading Recovery Approach. Fastback 328.
PUB DATE- 91
NOTE- 37p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Reading; Grade 1; Primary Education; Program Descriptions; *Program Implementation; *Reading Programs; *Remedial Reading; *Teacher Role
IDENTIFIERS- *Reading Recovery Projects

Suggesting that Reading Recovery belongs on the restructuring agenda of American education, this booklet introduces educators and others to how Reading Recovery works, how teachers are trained to use the program, and how it can be implemented in a school or district. Sections of the booklet are: Introduction; Overview of Reading Recovery; How Reading Recovery Works; Personnel Roles in Reading Recovery; Getting Started; and Reading Recovery as a Systematic Intervention. (RS)

Why More English Instruction Won't Mean Better Grammar. Grammar Series No. 1.
PUB DATE- 92
NOTE- 42p.; Published by Orchid Land Publications.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (for Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; *English Instruction; *Grammar; *Instructional Effectiveness; *Instructional Improvement; *Language Usage; *Traditional Grammar
IDENTIFIERS- Grammaticality

Written for the educated reader cognizant of ordinary grammatical terminology or able to look it up in a dictionary, this booklet discusses why grammar seems so intractable. The booklet begins by offering two reasons why more diligent instruction in English grammar will not improve students' knowledge: (1) what is presented as English grammar bears little relation to the way fashionable young people speak and write; and (2) many analyses are wrong, or fail to capture fundamental principles that reveal the natural systematicity of English grammar. The booklet then presents an extended discussion of these topics using as examples a variety of grammatical rules and how those rules are and should be taught. The booklet concludes that teaching grammar using the principles discussed in the booklet would permit teachers to cover more ground, would yield a better understanding of the systematicity of grammar, and would therefore generate both greater rapport between taught and teacher and greater sympathy for the subject. An appendix discussing how certain grammatical concepts are used in the booklet and a corrigenda list are attached. (RS)

Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992). Revised title: Mixed Signals/Unshared Expectations: Building Bridges between Cultural Differences.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Case Studies; Classroom Communication; *Cultural Context; Ethnic Groups; *Freshman Composition; Higher Education; *Hispanic Americans; Latin Americans; Minority Groups; *Student Attitudes; Teacher Student Relationship
IDENTIFIERS- *University of Texas El Paso; Writing Contexts

Cultural interference in writing classrooms includes linguistic and social differences that lead to mixed signals both for students and teachers and unshared expectations among this community of learners. This can be seen particularly at a place like the University of Texas at El Paso, where the Hispanic community of students comprises approximately 60% of the student body. Despite the dramatic increase in minority enrollment nationwide, these students experience problems such as prejudice, interaction difficulties, and cultural gaps. For example, Hispanic students may not share simple expectations about reading or the structure of written work as held by American educated students. Case studies of two Hispanic students, Rene and Rocio, demonstrate essential concerns. Rene's case study exemplifies numerous instances where cultural interference caused frustration. His attempt to make excuses for late assignments due to illness was viewed suspiciously by the instructor. Rocio's work was late because she had to take her mother somewhere. Both of these excuses are routine priorities in Hispanic culture and show more respect for the person in authority in these students' view than if they had said truthfully that they missed the deadlines for no good reason. In written and spoken comments about peer writing, Hispanics tend to be timid and complimentary. Non-Hispanic students are more reserved in their praise and more specific with their comments. A language should be viewed as a cultural mirror reflecting the culture it represents, so that English teachers also must become more aware that to teach English for the 21st century is to learn and teach culture as well. (HB)

White's 'The Sword in the Stone'" (C. Hannah); "Tennessee Williams's 'The Glass Menagerie'" (L. K. Benson); "Paul Zindel's 'The Pigman'" (B. Lang and L. Brooks); and "Beowulf" (S. N. Haas and others). (HB)

business experiences; (3) their desire for information they can use in practice rather than theory; (4) their active work lives; and (5) their results-driven rather than process-oriented approach. Critical thinking skills are important if business people are to participate to a greater extent in business decisions. The three major components of critical thinking are argument skills, cognitive processes, and intellectual development. Argument skills are needed for recognizing and coping with errors such as "provincialism" and "the false dilemma." Cognitive processes are often taught by using exercises such as "Lost at Sea" or "Desert Survival," where students have the opportunity to use both creative and critical thinking skills. In addition, case studies may be used to illustrate issues of motivation, define situations, and discuss solutions. Although there is little an instructor can do to drastically change the intellectual development level of a business person in a brief seminar, it is possible to help him or her to see the potential value of a next developmental level. An instructor can apply the principles of William Perry's four levels of intellectual development to teaching business people. (PRA)

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC
Information Analysis Products (071)
DESCRIPTORS- *Advertising; *Audience Awareness; Community
Education; Futures (of Society); *Health Education; *Mass Media
Role; News Reporting; *Television
IDENTIFIERS- ERIC Digests; *Health Communication; Media Coverage;
*News Accuracy

This digest addresses the question of health information and reporting in the mass media, focusing on its accuracy and on some researchers' ideas for improving the quality of the health information that is disseminated. The digest discusses accuracy in reporting, the role of commercial television, advertising, and the audiences for health messages. The digest concludes with a list of recommendations for health communication professionals who want to fashion effective health messages for the public. (RS)

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Administrator Education; Administrator Evaluation; *Administrator Qualifications; *Administrator Selection; Educational Policy; Elementary Secondary Education; *Personnel Policy; *Policy Formation; *Principals; State Action
IDENTIFIERS- *Tennessee

The Tennessee policy for principals, as based on the "Master Plan for Tennessee Schools: Preparing for the 21st Century," is presented in this document. Following a list of 10 policy statements, sections provide information on the following state standards relating to principals: recruitment and selection of principals; preparation and professional development (standard program for credentialling, internship program for credentialling, and application of the licensure requirements to individual candidates); approval of preparation programs; assessment of performance; annual professional development plans; and initiatives required to implement the policy (local school systems, institutions of higher education, professional school leadership organizations, business and industry, state board of education, and state department of education). A figure, "Principal Preparation and Endorsement, 1994-95," illustrating the current route and the new route for principals is included. The appendixes contain a policy implementation schedule and lists of members of the Task Force on the Preparation, Employment, and the Professional Development of the Principals, 1990-91, and resource individuals. (LMI)

Responsibility; *Administrator Role; Community Health Services; *Conflict Resolution; Elementary Secondary Education; Foreign Countries; Higher Education; *Leadership Styles; Nursing Education; *Organizational Effectiveness; Principals; Urban Schools
IDENTIFIERS- *Canada; New Zealand

Findings of a study that examined the ways in which school principals, directors of nursing education programs, and supervisors of community health centers manage conflict are presented in this paper. The study attempted to determine the applicability of research on conflict management in noneducational settings to school organizations. Interviews were conducted with 15 Canadian school principals, 18 New Zealand school principals, 8 community health supervisors in western Canada, and 6 directors of schools of nursing in a western Canadian province. Findings indicate that both groups of principals and the community health center supervisors most often handled conflict by managing the common information base, and that nursing education directors attempted to manage the organizational climate. A conclusion is that conflict resolution information developed from the study of certain organizational settings is not necessarily applicable to others. Five tables are included. (29 references) (LMI)

Restructuring; Student Evaluation; Student Role; Teacher Role
IDENTIFIERS- Alaska (Sitka); Deming (W Edwards); Empowerment; ERIC Digests; *Japanese Management Techniques; *Total Quality Management

The Japanese success story has made W. Edwards Deming's Total Quality Management (TQM) theory increasingly popular among American managers, from car manufacturers to educational leaders. TQM is based on two tenets: the primacy of customer satisfaction and the necessity of tapping nontraditional sources (especially employee ideas) to institute quality. TQM creates a quality-promoting environment by advocating workplace changes based on Deming's 14 points, condensed into 4 categories: positive customer relationships, employee empowerment, continual gathering and use of statistical data, and creation of an environment promoting unity and change. Adapting TQM to educational settings means changing teacher and student roles and student evaluation philosophies. At a Sitka, Alaska high school, students track their own progress, influence their own education, and operate their own salmon smoking business. The school downplays grades and standardized tests in favor of continuous evaluation. TQM will fade out unless the principles of gradual transformation and continuous improvement are understood and applied. Businesses are still stressing short-term profits and individual performance over teamwork and customer satisfaction. Although TQM offers no panacea for an ailing educational system, it sheds new light on educational management. (MLH)

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Administrator Education; Administrator Role; *Collegiality; Cultural Differences; Elementary Secondary Education; *Interprofessional Relationship; Leadership Training; Management Development; *Mentors; *Professional Development; Women Administrators

IDENTIFIERS- *California (San Joaquin Valley)

Outcomes of a mentoring-based preservice training program for educational administrators, the Danforth Foundation Program for the Preparation of School Principals, are described in this paper. Components of the program included field-based experiential learning, educational collaboration, and mentoring with experienced administrators. Phase 1 involved the administration of a pretraining questionnaire to 18 mentoring dyads from 11 public school districts in San Joaquin Valley, California, to measure the amount and quality of mentoring activity. Phase 2 involved participation in a training workshop that tracked the mentors' and proteges' development. The third phase collected data through administration of a protege needs survey, interviews conducted with proteges and mentors, and analysis of both groups' journals. Proteges and mentors both expressed positive experiences, but proteges reported cultural and gender differences that hampered communication and satisfaction. (37 references) (LMI)

skills of exceptional teachers to enable them to mainstream students more successfully; (2) to increase the number of emotionally handicapped students placed in mainstream classes in elementary and middle schools; (3) to increase the number of mainstream classes attended by the emotionally disabled students; (4) to increase the duration of the placement for the emotionally disabled students; (5) to improve the attitudes of the regular education teacher towards accepting the emotionally disabled students; and (6) to improve the social skills of emotionally disabled students for increased peer acceptance. Strategies included the use of behavior management and social skills training of both regular and special education teachers, social skills training of students, peer tutoring, and an incentive program for both the students and their teachers. Special education teachers consulted with the regular education teachers to assist them with the mainstreaming process and maintenance. Outcomes of the practicum were positive. The level of teacher training skills increased, the regular education teachers' attitudes toward accepting the emotionally disabled students improved, and 22 of 27 students were able to increase the number of mainstream classes they attended. Appendices contain various check lists and forms and a social skills training package which uses "circle time" to teach social skills in a nonthreatening manner. (Approximately 40 references) (JDD)

Evaluation; Student Needs; *Systems Development; Technology;
*Transitional Programs

IDENTIFIERS- *PASS Expert System

This report on a project called Performance Assessment for Self-Sufficiency (PASS) covers activities conducted in the first stage of expert system development: the acquisition of knowledge to be used as the foundation for the expert system prototype. The project is developing an information system for anticipating the service needs of young persons with disabilities who are exiting from school; it involves having teachers provide information about the functional performance of students, and using expert system technology to convert teachers' assessments into useful information that special education and adult services agencies can use to anticipate service needs and to plan services. The data collection process uses the PASS instrument, which obtains teacher ratings of students in the areas of daily living, personal and social development, employment, and educational performance. This report focuses on the methodology used to acquire and embed the requisite expertise of recognized topic experts in the knowledge base and decision rules of the PASS expert system. The report outlines how the Delphi panel technique was used to acquire expertise from 31 topic experts, how a list of client characteristics associated with service needs under each of 16 service categories was generated, and how the results were used to structure the knowledge base for the system. Attachments include the PASS instrument, service categories and definitions, and examples of Delphi survey instruments. (JDD)

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Ability Identification; *Child Rearing; Classroom Environment; Cooperative Learning; *Curriculum Development; Educational Planning; Educational Practices; Elementary Education; *Gifted; Models; Parent Child Relationship; Preschool Children; Preschool Education; *Program Development; Student Characteristics; Student Evaluation; *Talent Identification; Thinking Skills; Whole Language Approach
IDENTIFIERS- Illinois

This annual issue of the Illinois Council for the Gifted Journal includes 20 articles focusing on young gifted children. Titles and authors are: "How Can I Tell If My Preschooler is Gifted?" (Susan Golant); "Early Childhood Education for the Gifted: The Need for Intense Study and Observation" (Maurice Fisher); "Assessing Gifted and Talented Children" (James Webb); "Early Assessment of Exceptional Potential" (Beverly Shaklee and Jane Rohrer); "Teacher Assessment of Preschool and Primary Giftedness" (Jane Wolfe and W. Thomas Southern); "Characteristics of Gifted Children and How Parents and Teachers Can Cope with Them" (Annemarie Roeper); "The Needs of the Young Gifted Child (A Short and Incomplete Overview)" (Annemarie Roeper); "The Whole Child and the Gift--Nurturing Our Very Young Gifted Students" (Dorothy Massalski); "Integrating the Gifted Child into Family Life" (Caryl Krueger); "Family Factors in the Adult Success of High-IQ Children" (Rena Subotnik and James Borland); "The ABC's of Curriculum for Gifted 5-Year-Olds: Alphabet, Blocks and Chess?" (Susan Kaplan); "Teaching Thinking Early" (Anne Crabbe and Pat Hoelscher); "Greater Gifts Than These" (Susan Belgrad); "Creating a Nurturing Classroom Environment" (Laura Requarth); "Education of Young Gifted Children" (Peggy Snowden); "Intuition is for the Learning" (Don Rapp); "Cooperative Learning: A Wolf in Sheep's Clothing" (Susan Linnemeyer); "Reaching All Students in a Heterogeneous Classroom Through Whole Language" (Margaret Bryant); "Gifted Education: To Be or Not to Be?" (Kathy Hagstrom); "From Ownership to 'Allship': Building a Conceptual Framework for Education of the Gifted and Creative" (LeoNora Cohen). Two additional articles are: "My Life and How it Grew" (Julian Stanley) and "What the Gifted Need: Toward a General Unified Plan for Gifted Education" (Jessie H. Sanders and Leonard H. Sanders). (DB)

ED 347 753 EC 301 369

Medicaid Coverage of Health-Related Services for Children Receiving Special Education: An Examination of Federal Policies.
SPONS. AGENCY- Health Care Financing Administration (DHHS), Washington, DC.; Office of Special Education and Rehabilitative Services (ED), Washington, DC.; Office of the Assistant Secretary for Planning and Evaluation (DHHS), Washington, D.C.
PUB DATE- Nov 91
NOTE- 23p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrative Policy; Ancillary School Services; *Disabilities; Elementary Secondary Education; *Federal Aid; *Financial Policy; *Financial Support; Guidelines; Health Services; Individualized Education Programs; Preschool Education; *Pupil Personnel Services
IDENTIFIERS- *Individuals with Disabilities Education Act Part B; *Medicaid

This booklet, organized in a question and answer format, is designed to help state and local education officials, Medicaid officials, and others understand the federal policies governing conditions under which the Medicaid program can pay for the related services required by the individualized education program of a child with disabilities. An overview presents basic information on Part B of the Individuals with Disabilities Education Act (IDEA) and the Medicaid program. The questions are grouped as follows: IDEA policy regarding Medicaid billing; Medicaid policy regarding payment for health-related services; Medicaid coverage of health-related services; Medicaid eligibility and enrollment; provider participation in the Medicaid program; Medicaid reimbursement rates and claims submission; Medicaid state plans; and certification of state's share of Medicaid program costs. (DB)

ED 347 754 EC 301 370

Hildreth, Bertina L.
A Literary Perspective on Learning Disabilities.
PUB DATE- Apr 92
NOTE- 34p.; Paper presented at the Annual Convention of the Council for Exceptional Children (70th, Baltimore, MD, April 13-17, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Change; Bibliotherapy; Books; Childrens Literature; Discussion (Teaching Technique); Elementary Secondary Education; Group Discussion; Inservice Teacher Education; *Learning Disabilities

This critical review examines 18 books available to the general public about learning disabilities (LD) and offers guidelines for use of these books by professionals. Books are grouped into three categories: those written from the perspective of parents and individuals with learning disabilities, those written from an LD professional's perspective, and juvenile literature. The use of juvenile literature with mainstream teachers,

ED 347 774 EC 301 392

Linking Curriculum-Based Assessment to Instructional Decision Making: Enhancing Outcomes for Students at Risk for School Failure. Research Progress Series.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, MD.; Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- May 92
NOTE- 7p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Consultation Programs; Curriculum; *Diagnostic Teaching; Elementary Secondary Education; Evaluation Methods; Expert Systems; Instructional Development; *Measurement Techniques; Student Educational Objectives; *Student Evaluation
IDENTIFIERS- *Curriculum Based Assessment

Curriculum-based measurement (CBM) is described as a method of helping teachers measure student performance accurately and adapt their instruction to improve student achievement. Curriculum-based measurement's features include measurement of student proficiency across the annual curriculum, and use of a standardized, prescriptive measurement methodology with demonstrated psychometric acceptability. Curriculum-based measurement is contrasted with the more predominant form of measurement known as mastery measurement. The use of CBM to develop effective instructional programs and to monitor and adjust goals is described. A study which evaluated the use of CBM with and without an expert consultation system in math operations is reported, with the finding that the instructional changes made by those teachers in the CBM group with expert consultation were superior in quality and variety to those made by the group without such consultation. Current research directions are also described, and a list of nine related readings is appended. (JDD)

ED 347 775 EC 301 393

Burbage, Edith
Classroom Adaptations for Children with Special Health Care Needs.
PUB DATE- Apr 92
NOTE- 11p.; Paper presented at the Annual Convention of the Council for Exceptional Children (70th, Baltimore, MD, April 13-17, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Techniques; Elementary Secondary Education; *Health Services; Interprofessional Relationship; Nurses; Nutrition; *Special Health Problems
IDENTIFIERS- *Feeding Techniques

This paper offers practical tips found useful in meeting the needs of children with special health problems within the classroom. It describes feeding techniques for children with gastrostomies or using nasal or oral gastric tubes. It outlines the implications of having a child with a tracheostomy in the classroom. Classroom management suggestions are provided, such as ways to prevent mix-ups of formulas and the importance of

ED 347 796 FL 019 466

McKay, Sandra Lee
Variation in English: What Role for Education?
PUB DATE- 91
NOTE- 10p.; In: Tickoo, Makhan L., Ed. Languages & Standards: Issues, Attitudes, Case Studies; see FL 019 461.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Black Dialects; *English; *Language Standardization; *Role of Education; Second Language Instruction; Standard Spoken Usage
IDENTIFIERS- United States

Prator (1968) argued strongly for promoting a single standard of English, maintaining that schools have an obligation to teach a native standard of English. The assumption that the educational structure is a productive forum for directing language use is questioned. The report begins with a discussion of the controversy surrounding United States educators' response to Black English Vernacular in the 1960s and 1970s. The second part of the report discusses the implications of the United States' attention to dialect differences for the teaching of a particular standard of English on an international basis. It is suggested that classrooms should be forums for developing language awareness so that students can determine the value of a particular variety of English for their own circumstances, rather than forums to direct language change. (JL)

ED 347 797 FL 019 467

Davies, Alan
Correctness in English.
PUB DATE- 91
NOTE- 18p.; In: Tickoo, Makhan L., Ed. Languages & Standards: Issues, Attitudes, Case Studies; see FL 019 461.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *English (Second Language); *Grammar; *Language Standardization; Language Tests; Language Variation; Second Language Learning
IDENTIFIERS- Society for Pure English (England)

It is argued that institutional requirements of language in use suggest a reassessment of notions of correctness, noting that description generally implies prescription. It is concluded that there are two basic kinds of correctness in English. Specific sections address the following: (1) prescription, relativism, and norms; (2) three levels of language learners (the foreign language learner, standard dialect learner, and learner of advanced writing); (3) the Society for Pure English; (4) institutionalized correctness in a language test; and (5) the meaning of the correctness argument. (JL)

ED 347 798 FL 019 468

Kaldor, Susan
Standard Australian English as a Second Language and as a Second Dialect.
PUB DATE- 91
NOTE- 19p.; In: Tickoo, Makhan L., Ed. Languages & Standards:

ED 347 822 FL 020 397

Wongsothorn, Achara
Comparative Study of English Teaching and Learning at Graduate Level by Direct Teaching, Self-Instruction, and Personalizing Instruction.
PUB DATE- Dec 89
NOTE- 11p.; Special Issue: A Festschrift for Mrs. Mayuri Sukwiwat.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- *English (Second Language); Foreign Countries; Higher Education; *Individualized Instruction; Personality Traits; *Second Language Instruction; *Student Motivation; *Teaching Methods

A two-phased research study is reported that aimed to discover the effects of three instructional approaches (direct teaching, self-instruction, and personalized instruction) on English performance, and to relate student characteristics to their language learning ability. Analyses of variance and co-variance revealed that teaching approaches and some personality and attitudinal or motivational variables were related to student learning achievement. Among the findings are the following: students who have good attitudes toward individualized instruction learn English better than those who do not; direct teaching should also play a significant role in the program; and students who are extroverted or have a tendency to lie may not do well in English language learning. This research project was undertaken in preparation for English courses to be offered at the graduate level at the Chulalongkorn University Language Institute in Thailand. Contains 19 references. (LB)

ED 347 823 FL 020 398

Wongsothorn, Achara
A Bi-Modality Approach to Language Program Design.
PUB DATE- Dec 88
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; *English (Second Language); Foreign Countries; Government Employees; Higher Education; Intensive Language Courses; Listening Skills; *Program Development; Reading Skills; *Second Language Instruction; Skill Development; *Writing Skills
IDENTIFIERS- Thailand

A summer intensive English language course is described that is offered by the Chulalongkorn University Language Institute (CULI) in Thailand to university instructors and government officials. A writing program, which constitutes one-fourth of the entire course, consists of 10 units incorporating main functions and topics of English use found in a previous CULI study to be important in the Thai government sector. Writing is viewed as a dynamic, interactive, and integrative skill activity, and the program merges listening texts and video input with reading texts to maximize the output via the graphic mode. Students are required to listen-write, observe-write, read-write, listen-read-write, and observe-read-write within specified domains of language functions and topics. Aspects of program design, implementation, and evaluation are reviewed.

ED 347 843 FL 020 540

Koike, Shohei
Developing Instructional Materials To Improve and Test Competency in Japanese Business Culture.
PUB DATE- Mar 92
NOTE- 16p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (11th, Ypsilanti, MI, March 25-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Business Communication; *Communicative Competence (Languages); *Cultural Awareness; Curriculum Development; Higher Education; *Instructional Materials; *International Communication; *Japanese; Material Development; Student Placement; Uncommonly Taught Languages
IDENTIFIERS- Eastern Michigan University

This discussion focuses on examples of materials used at Eastern Michigan University (EMU) to help convey cultural values in the Japanese component in the Language and International Trade and the Language and World Business Programs at EMU. Ways that the culture is incorporated into the Japanese curriculum are described, and an explanation is given on why instructional materials are needed to systematically introduce the basic principles of performing Japanese culture. Cultural competency is emphasized in EMU's business Japanese. Core courses include the following: problems that Americans often encounter when negotiating with Japanese business people; how to compete in the Japanese market by understanding foreign company case studies and by studying Japanese business customs and practices; and communicating and working in a Japanese company. A few examples of instructional materials are provided to illustrate school/social life and business/culture situations. EMU's cultural proficiency and placement test is described briefly. (LB)

ED 347 844 FL 020 542

Nakajima, Setsuko
Performing Japanese Business Culture: Developing Sociolinguistic Competence through "Application Performance."
PUB DATE- Mar 92
NOTE- 10p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (11th, Ypsilanti, MI, March 25-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Business Communication; Class Activities; *Classroom Techniques; College Second Language Programs; *Communicative Competence (Languages); Cultural Awareness; Higher Education; *International Communication; *Japanese; Language Skills; Role Playing; *Second Language Learning; Sociolinguistics; *Student Participation; Teaching Methods; Uncommonly Taught Languages
IDENTIFIERS- Oregon State University

"Application Performance," a supplemental drill in the Japanese language program at Oregon State University, is described as a way to develop students' communicative competence. The approach

ED 347 864 HE 023 802

Alperin, Betsy A.
What's the Difference?
PUB DATE- Jul 90
NOTE- 6p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Journal Articles (080)
DESCRIPTORS- *College Students; Developmental Stages; Employee Attitudes; Higher Education; Individual Development; Interpersonal Relationship; Job Performance; Racial Differences; *School Personnel; *Status; *Student Development; Student Employment; *Student Volunteers; Work Attitudes
IDENTIFIERS- Clarifying Purpose Task; Developing Mature Interpersonal Relationships Task; Student Developmental Task and Lifestyle Inventory

The project described in this article examined the connection between students' overall development level as measured by the Student Developmental Task and Lifestyle Inventory (SDTLI), and their participation in either part-time, on-campus employment or volunteer membership in the Stamp Union Program Council. A group of 141 students (from a total population of 226) were selected and given the SDTLI: a 135-item, true/false questionnaire that focuses on the changes individuals experience as a result of accomplishing a developmental task or having addressed important life events or issues within the context of higher education. Among the study's results were the following: (1) employees appeared to deal better with ambiguity and were better able to monitor and control their behavior than were volunteers; (2) employees tended to exhibit interpersonal qualities that fostered better peer relationships; (3) there appeared to be no difference between employees and volunteers in being able to clarify and have opportunities to define and explore their varied goals and plans, both personally and professionally; and (4) no significant differences were found for the impact of academic class on the developmental level of employees or volunteers. Differences found between white and non-white employees and volunteers are also discussed. (GLR)

ED 347 865 HE 023 852

Sengstock, Mary C.; O'Brien, James G.
Michigan Physicians' Conference on Elder Abuse. Final Report.
SPONS. AGENCY- Administration on Aging (DHHS), Washington, D.C.
PUB DATE- May 90
NOTE- 252p.; The Michigan State Medical Society also participated in this report.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - General (140),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Clinical Diagnosis; Compliance (Legal); *Elder Abuse; Identification; *Instructional Materials; Legislation; *Material Development; *Older Adults; *Physicians; *Professional Training; Program Descriptions; Public Relations; Referral; Site Selection; Training; Training Methods; Victims of Crime
IDENTIFIERS- *Michigan

The final report describes the Michigan Physicians' Conference on Elder Abuse project. The project conference had four major content areas, including: a general introduction to the problem

ED 347 884 HE 025 647

Meuth, Elsbeth F.
Corporate Philanthropy in American Higher Education: An Investigation of Attitudes towards Giving.
SPONS. AGENCY- Indiana Univ., Bloomington.; Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- 21 Apr 92
NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitudes; *Corporate Support; Donors; Financial Support; *Fund Raising; Higher Education; *School Business Relationship
IDENTIFIERS- Corporate Policy; *Corporations; *Fortune 500

This study investigated corporate attitudes toward giving to American higher education in order to contribute insight into corporate philanthropy and to facilitate better understanding and improve university and college fund raising strategies. The research design used was ex post facto. A survey instrument was developed to collect attitudinal and demographic data of corporate donors. The survey was sent to the entire population of United States Fortune 500 industrial and service companies. Of these 243 returned questionnaires useable for the study. Underlying attitudinal dimensions and company profiles were identified through R-factor and Q-factor analyses and the relationships of the components of attitudes, the company profiles, the level of giving, and the perception of the importance of tax benefits with respect to corporate giving were analyzed through multiple linear regression. One of the major findings of the study was that corporate giving is based on business interest rather than on altruism. The analysis also revealed that demographic characteristics of companies as represented in the profiles were more predictive of the level of corporate giving than were the components of attitudes. Included are 7 tables and 29 references. (JB)

ED 347 885 HE 025 648

Bender, Timothy A.; Standage, Tamra Holmes
Influences on Students' Uses of Classroom Examination Feedback.
PUB DATE- Apr 92
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *College Students; Error Correction; *Feedback; Higher Education; Individual Characteristics; *Performance; Sex Differences; Student Attitudes; *Student Motivation; Teacher Response; *Tests

This study explored the effects of a combination of student and feedback characteristics on the postfeedback performance of Southwest Missouri State University undergraduate students in a classroom-like situation. The subjects were 26 male and 43 female students enrolled in 3 large sections of Introductory Psychology with all sections taught by the same female

ED 347 904 HE 025 667

Sondak, Eileen M.; Sondak, Norman E.
Globalizing the Introductory Business Communications Course.
PUB DATE- 26 Mar 92
NOTE- 15p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (11th, Ypsilanti, MI, March 25-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Guides/Methods/Techniques (For Practitioners) - General (050),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Administration Education; *Business Communication; Classroom Techniques; *Communication Skills; *Cultural Awareness; Curriculum Development; Educational Needs; Foreign Culture; Global Approach; Higher Education; Instructional Design; *Intercultural Communication; Postsecondary Education
IDENTIFIERS- California (San Diego)

This paper first examines the reasons for the lack of interest in international communication in required introductory business communications courses at schools of higher education. It then describes the effort to incorporate the principles and practices of global communications in an introductory business communication course in San Diego (California). Defined are the three primary goals of international communications: (1) a message should be fully understood by the receiver, with no change or loss of meaning from the original conceived by the sender; (2) a message should achieve the desired results, without requiring further communications to clarify those goals; and (3) a message should achieve continuation of good will, even if there are points of disagreement between the parties. The paper offers a set of tools and techniques to prepare students to achieve these goals in both written and oral business communications. A handout of tips for improving intercultural communication is attached. Contains 10 references. (GLR)

ED 347 905 HE 025 668

Slonaker, William M.; Cannon, Emilie T.
Internationalizing the Business Professor: A Collaborative Effort.
PUB DATE- 26 Mar 92
NOTE- 22p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (11th, Ypsilanti, MI, March 25-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Administration Education; College Faculty; *Collegiality; Cooperation; Cultural Awareness; Higher Education; *Interdisciplinary Approach; Learning Activities; Personal Narratives; *Second Language Instruction; *Second Language Learning; *Sharing Behavior; Teacher Education

This paper recounts how two university colleagues, a business faculty member and a foreign language faculty member, benefited from their interdisciplinary contact as student and as teacher. Mutual anxieties, new language learning techniques using

ED 347 923 HE 025 686

Hoffman, Charlene M.; And Others
Historically Black Colleges and Universities, 1976-90.
PUB DATE- Jul 92
NOTE- 109p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - General (140),Numerical/Quantitative Data (110)
DESCRIPTORS- *Black Colleges; College Faculty; *Degrees (Academic); *Educational Finance; *Enrollment Trends; Expenditures; *Financial Support; Higher Education; Income; Private Schools; Public Schools; Statistical Data; *Teacher Salaries; Trend Analysis; Universities

This report provides a compilation of statistical information (80 percent of the report) covering recent trends in the development of historically black colleges and universities (HBCUs). The publication contains information on a variety of education statistics, including enrollment, degrees conferred, staff, faculty salaries, revenues, and expenditures. Supplemental information on all public and private colleges provides a reference for evaluating conditions in historically black colleges and universities. Among the findings of the report are the following: (1) overall enrollment in HBCUs rose by 16 percent between 1976 and 1990, of which 10 percent were black students; (2) 27 percent of black bachelor's degree recipients, 15 percent of master's, and 12 percent of doctor's degree recipients received their degrees from HBCUs in 1989-90; (3) the number of bachelor's degrees conferred by HBCUs declined by 16 percent between 1976-77 and 1989-90, master's degrees declined by 34 percent, and doctor's degrees increased by 214 percent; and (4) faculty salaries at HBCUs have generally kept pace with those at other colleges, though salaries at HBCUs remained somewhat lower. Overall, it is reported that enrollment in HBCUs is beginning to rise rapidly, and that the financial and faculty resources at the public HBCUs generally look stronger than at the private HBCUs. Appendices include definitions for terms used in the report, a guide to sources used, and information on methodology. (GLR)

ED 347 924 HE 025 687

Military Education: Implementation of Recommendations at the National War College. Report to the Chairman, Panel on Military Education, Committee on Armed Services, House of Representatives.
PUB DATE- Jun 92
NOTE- 48p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Change Strategies; *Educational Improvement; Educational Planning; Educational Strategies; Faculty Development; Higher Education; Inservice Education; *Military Schools; Military Training; *Professional Continuing Education; *Professional Training
IDENTIFIERS- *National War College DC

This report presents a summary status of the National War College's implementation of 41 selected recommendations contained in the April 1989 report of the Panel on Military Education. These recommendations are designed to assist the Department of Defense in improving its officer professional

ED 347 943 HE 025 707

Wood, Ione Norma
Relationshp between Academic Variables and Personality Type to Progression in an Associate Degree Nursing Program and Achievement on NCLEX-RN.
PUB DATE- Dec 90
NOTE- 82p.; Master of Science in Nursing Thesis, University of New Mexico.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Academic Achievement; College Admission; Grade Point Average; Higher Education; Nurses; *Nursing Education; Nursing Research; Personality Traits
IDENTIFIERS- *National Council Licensure Exam Registered Nurses; Nursing Shortage; *Nursing Students

This retrospective study was done to identify academic and personality variables that predict student progression through an associate degree nursing program and achievement on the National Council Licensing Examination for Registered Nurses (NCLEX-RN). The study searched for evidence of a decline in academic ability in the students over the 7 year (1982-88) span of the study. The study used all records of 190 associate degree level nursing students in a career mobility program. The records were grouped on the progression variable into the categories "withdrew," "failed courses," and "completion." The graduates were then grouped on the NCLEX-RN achievement variable into the categories "passed" or "failed." The entry grade point average was the only variable that demonstrated significance in mean differences in the progression categories. Results indicated that the academic achievement measured by the entry grade point average for an average of 70 credit hours showed no decline in academic ability of the classes over the 7 year period. (JB)

ED 347 944 HE 025 708

Higher Education Amendments of 1992. Report of the Committee on Education and Labor. House of Representatives, One Hundred Second Congress, Second Session, Together with Dissenting and Additional Views.
PUB DATE- 27 Feb 92
NOTE- 669p.
LANGUAGE- English
EDRS Price- EDRS Price - MF03/PC27 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Federal Legislation; Higher Education
IDENTIFIERS- Higher Education Act 1965; *Higher Education Act Amendments 1992; House of Representatives

This document reports on the 1992 amendments to and recommendations for the reauthorization of the Higher Education Act of 1965 (which expires at the end of fiscal year 1992). Included in an opening section is a partial listing of the many agencies that submitted recommendations, a list of 44 hearings on the bill held nation-wide, and explanation of the basic policy objectives of the bill to reaffirm and improve the federal commitment to support postsecondary education. There follows an explanation of all 14 titles of the bill with attendant chapters and subsections. A Congressional Budget Office estimate of the cost of the legislation is also presented as well as an inflationary impact statement, and oversight findings of the Committee on Government Operations. A

ED 347 963 IR 013 862

Copeland, Peter
101 Criteria for Appraising Interactive Video. A Futuremedia Guide.
PUB DATE- 88
NOTE- 20p.; For a related paper, see ED 309 749.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computer Assisted Instruction; *Courseware; *Evaluation Criteria; *Evaluation Methods; Foreign Countries; Individualized Instruction; Instructional Design; *Interactive Video; Rating Scales

The criteria in this guide for evaluating interactive video instructional programs are based on principles of learning and motivation, and emphasize the design, production, presentation, and usage of interactive video programs. Presented in the format of a rating scale, the criteria are grouped into nine broad categories: (1) information about the program and how to use it; (2) content; (3) entering, exiting, and user control of the program; (4) interactive questions, exercises, decisions, and other activities; (5) other learning considerations (including motivation, creativity, pacing, attention to alternative learning styles, and quality of pretests); (6) back-up facilities; (7) presentation; (8) technical considerations; and (9) programming (including freedom from "bugs" and ease of booting-up). Detailed explanations of the individual criteria are also provided. (GL)

ED 347 964 IR 014 210

Rekkedal, Torstein
The Telephone as a Medium for Instruction and Guidance in Distance Education. Report from an Experiment at NKI, Norway.
SPONS. AGENCY- Royal Ministry of Church and Education, Oslo (Norway).
PUB DATE- 89
NOTE- 58p.
LANGUAGE- English; Norwegian
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Vocational Education; *Distance Education; Foreign Countries; Intermode Differences; Interviews; Postsecondary Education; Questionnaires; Student Attitudes; Teacher Attitudes; Teaching Methods; *Telephone Communications Systems; *Tutoring

A study was performed to evaluate the effects of tutor initiated telephone communication on students' course completion rates and their quantitative achievements in the Norwegian NKI distance education program. Secondary goals of the project were to assess other consequences of teletutoring, such as organization, costs, and student and tutor attitudes. The study took place during one year and consisted of an experiment supplemented by a student questionnaire and tutor interviews. Study participants were 186 students divided randomly into one experimental and two control groups. Experimental group members were called by their tutors at least once during the study or more often if deemed necessary. They were also invited to place

ED 347 981 IR 015 718

Chung, Jaesam
An Advance toward Instructional Management: Prescriptive Knowledge Base of Learner Control.
PUB DATE- Feb 92
NOTE- 12p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology and Sponsored by the Research and Theory Division; see IR 015 706.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Diagnostic Teaching; Elementary Secondary Education; Guidelines; Higher Education; *Instructional Design; *Instructional Effectiveness; Instructional Systems; *Learner Controlled Instruction; Outcomes of Education; Student Characteristics; Teaching Methods
IDENTIFIERS- *Knowledge Bases

This paper discusses learner control as one of the main issues in instructional management and the importance of effectiveness and efficiency in the context of instructional/learning systems, and develops instructional prescriptions for learner control in a smorgasbord fashion. Strategies from both empirical and theoretical studies related to learner control were analyzed and classified by the Conditions-Methods-Outcomes (C-M-O) paradigm. It was found that current instructional prescriptions of learner control are composed of: (1) three instructional outcomes, i.e., effectiveness, efficiency, and appeal of the instruction; (2) three categories of instructional condition variables, i.e., learner characteristics, learning objectives or domains, and learning/instructional systems; and (3) five or more types of method variables, including content control, display (strategy) control, internal processing control such as conscious cognition and metacognition, intelligent advisor, advisement strategy, macro-level control (e.g., sequencing, selecting, summarizing, and synthesizing), user control, and system control. Prescriptions are then presented for content, sequence, pace, display or strategy, and internal processing control; conscious cognition; metacognition; and advisor strategies. It is suggested that teachers and instructional designers can use this prescriptive knowledge base to maximize the effectiveness and efficiency of learning by their students in specific situations. (32 references) (BBM)

ED 347 982 IR 015 719

Clariana, Roy B.
The Effects of Different Forms of Computer-Mediated Feedback on Lesson Completion Time.
PUB DATE- Feb 92
NOTE- 8p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology and Sponsored by the Research and Theory Division; see IR 015 706.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

ED 347 998 IR 015 735

Jensen, Edward A.
Media Competencies for Pre-Service Secondary Education Teachers: Teaching Discipline and Competency Selection.
PUB DATE- Feb 92
NOTE- 42p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology and Sponsored by the Research and Theory Division; see IR 015 706.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Analysis of Variance; *Competence; Higher Education; Hypothesis Testing; *Preservice Teacher Education; Questionnaires; School Surveys; Secondary Education; *Secondary School Teachers; *Teacher Attitudes

This study was designed to determine the instructional media competencies that inservice teachers of secondary education teaching disciplines recommend for preservice teachers in their discipline. A total of 975 questionnaires were sent to secondary school teachers in each of 13 disciplines in 25 randomly selected schools in Hawaii Oregon, and Utah. Four hundred sixteen questionnaires (47%) were returned. Analyses of the data support the following conclusions: (1) the teaching discipline influences recommendations by inservice teachers for instructional media competencies to be included in preservice teacher education programs; (2) the teaching discipline influences the perceived value of instructional media use in the classroom; (3) the perceived value of instructional media use influences recommendations for instructional media competencies; and (4) there are competencies that are common to all secondary education teaching disciplines as well as competencies that are unique to individual disciplines. Three recommendations are derived from the results of the study: (1) instructors of teaching discipline methods courses and instructors of instructional media should jointly design and develop learning activities to provide preservice teachers with the recommended competencies for their discipline; (2) specific learning activities should be developed that will enhance the preservice teacher education students' perception of the value of using instructional media; and (3) state teaching certification requirements should be written to require evidence that secondary education teachers have both general instructional media competencies and specific skills significant to their teaching disciplines. A list of the 56 instructional media competencies studied and four data tables are included as well as a copy of the questionnaire. (69 references) (BBM)

ED 347 999 IR 015 736

Jonassen, David H.; And Others
Learner-Generated vs. Instructor-Provided Analysis of Semantic Relationships.
PUB DATE- Feb 92
NOTE- 13p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology and Sponsored by the Research and Theory Division; see IR 015 706.
LANGUAGE- English

ED 348 015 IR 015 752

Pearson, Robert
Filmmaking and the Development of Cognitive Skills.
PUB DATE- Feb 92
NOTE- 15p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology and Sponsored by the Research and Theory Division; see IR 015 706.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Abstract Reasoning; Comparative Analysis; *Film Production; Foreign Countries; Higher Education; Hypothesis Testing; Literature Reviews; Psychological Studies; *Skill Development; *Spatial Ability; Thinking Skills; *Undergraduate Students
IDENTIFIERS- University of Windsor (Canada)

This study was conducted at the University of Windsor (Ontario) to determine whether an intensive introductory course in filmmaking cultivates spatial visualization and abstract reasoning, and whether success in filmmaking is directly related to one's level of spatial visualization and abstract reasoning. In order to test the research hypotheses, a quasi-experimental, nonequivalent control group design was employed. An intensive 8-month introductory course in 16mm film production served as the treatment; the control group received no media or film instruction. Students were administered a series of two tests to measure their abstract reasoning ability and spatial visualization four times during the course. The groups were compared with respect to their performance on the tests as measured over the 8 month period. A detailed account of the amount of time spent by subjects in the treatment group on various filmmaking activities was kept and an assessment of the quality of the student films produced was also made. The results provide compelling evidence to suggest that the introductory filmmaking course had no effect upon the cultivation of spatial visualization of abstract reasoning; in fact, it was the comparison group that increased the most with respect to level of spatial visualization. There was no significant difference between the groups with respect to their increase in abstract reasoning. Detailed discussions of these results, their implications, and suggested topics for future research conclude this paper. (36 references) (BBM)

ED 348 016 IR 015 753

Pridemore, Doris R.; Klein, James D.
Effects of Learner Control over Feedback in Computer-Based Instruction.
PUB DATE- Feb 92
NOTE- 10p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology and Sponsored by the Research and Theory Division; see IR 015 706.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; Comparative Analysis; *Computer Assisted Instruction; *Feedback; Higher Education;

ED 348 033 IR 015 770

Thurman, Glenda B.
A Survey of Student Teachers' Library Media Skills: A Replication.
PUB DATE- Feb 92
NOTE- 8p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology and Sponsored by the Research and Theory Division; see IR 015 706.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Higher Education; *Learning Resources Centers; Library Services; *Library Skills; Media Specialists; Preservice Teacher Education; School Libraries; State Surveys; Student Attitudes; *Student Teachers; Users (Information)
IDENTIFIERS- *Arkansas; Student Surveys

This study investigated the current status of student teachers' library media skills. The primary objective of the study was to replicate a 1966 survey by the Knapp Foundation Project that examined student teachers' knowledge of library resources and services. Other objectives were to expand the population studied to include all teacher education institutions in Arkansas and to create a database of responses for subsequent studies, which will include administration of the questionnaire to a geographically dispersed population. Subjects were student teachers who began their field experience in the spring of 1991 in Arkansas. A total of 444 students from 5 major schools of education responded to the survey. Data were gathered on background information, including major field of study, library/media skills instruction, perceptions of effectiveness of library use; bibliographic skills, including knowledge of the card catalog and journal indexes; mediagraphic skills, including knowledge of audiovisual equipment, copyright laws, and resources for locating media and software; bibliographic/electronic sources, including knowledge of electronic reference sources and databases; and perceptions of the library and librarian, including expectations of services, materials, and competencies. Overall, students seemed to have a good general sense of both information genre and electronic bibliographic resources, but responses to mediagraphic skill questions varied widely. (11 references) (MES)

ED 348 034 IR 015 771

Thurman, Richard A.; Mattoon, Joseph S.
Building Microcomputer-Based Instructional Simulations: Psychological Implications and Practical Guidelines.
PUB DATE- Feb 92
NOTE- 10p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology and Sponsored by the Research and Theory Division; see IR 015 706.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; *Cognitive Psychology; Cognitive Structures; *Computer Assisted Instruction; *Computer

ED 348 053 IR 054 214

Weller, Carolyn R., Ed.; Brandhorst, Ted, Ed.
ERIC Clearinghouse Publications, 1991. An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses Announced in Resources in Education (RIE) January-December 1991.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 92
NOTE- 96p.; For the 1990 edition, see ED 335 060.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Abstracts; Annotated Bibliographies; *Clearinghouses; *Education; Educational Research; Federal Programs; Literature Reviews; *Publications; *Resource Materials; State of the Art Reviews
IDENTIFIERS- *Educational Information; *ERIC

This annotated bibliography provides citations, abstracts, and indexes for the 262 documents produced by the 16 Educational Resources Information Center (ERIC) Clearinghouses in 1991. These publications consist of digests, bibliographies, state of the art reviews, and information syntheses of various types. An introduction describes the ERIC system, clearinghouse publications, the organization of this bibliography, and the availability of clearinghouse publications. A statistical summary by year (1968-1992) shows the number of publications included for each clearinghouse in the series of which this bibliography is the most recent. Document resumes are provided from the following clearinghouses: (1) Adult, Career, and Vocational Education; (2) Counseling and Personnel Services; (3) Reading and Communication Skills; (4) Educational Management; (5) Handicapped and Gifted Children; (6) Language and Linguistics; (7) Higher Education; (8) Information Resources; (9) Junior Colleges; (10) Elementary and Early Childhood Education; (11) Rural Education and Small Schools; (12) Science, Mathematics, and Environmental Education; (13) Social Studies/Social Science Education; (14) Teacher Education; (15) Tests, Measurement, and Evaluation; and (16) Urban Education. Indexes by subject, personal author, and institution are provided. A directory of ERIC system components with addresses, telephone numbers, and brief descriptions of the clearinghouses' scope areas is also provided. A form for ordering microfiche or paper copy of ERIC Clearinghouse publications from the ERIC Document Reproduction Service is attached. (BBM)

ED 348 054 IR 054 273

Tennant, Roy
Internet Basics. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 92
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Computer Networks; Computer System Design;

ED 348 071 JC 880 364

Cohen, Don, Ed.
The AMATYC Review, Fall 1987, Spring 1988.
PUB DATE- 88
NOTE- 142p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *College Mathematics; Community Colleges; Content Area Writing; Functions (Mathematics); *Mathematical Concepts; *Mathematics Instruction; Teaching Methods; Trigonometry; Two Year Colleges

Designed as an avenue of communication for mathematics educators concerned with the views, ideas, and experiences of two-year college students and teachers, this journal contains articles on mathematics exposition and education, and regular features that present book and software reviews and math problems. The first of two issues of volume 9 contains the following major articles: (1) "The Role of the Computer in Mathematical Reasoning," by Bill Leonard and Harris Schultz; (2) "The Trigonometric Functions and Arcs," by Richard F. Maruszewski; (3) "Apparent Aging: An Explanation of a Common Paradox," by Joseph Browne; (4) "Hindu Romance with Quadratic Functions," by Gurcharan Singh Bhalla; (5) "A Unified Approach to the Circular and Hyperbolic Functions," by Mary Coughlin; (6) "QUESTIONBOOKS: Using Writing To Learn in Mathematics," by Agnes Azzolino and Robert G. Roth; (7) "What Differential Equations Books Lack," by George E. Abdo; and (8) "Future Shock: Hand Held Computers," by Gregory D. Foley. The second issue of volume 9 contains the following major articles: (1) "The Clark Tac Computer: A Sweet Way To Encourage Kids To Stay in Mathematics," by John W. Bailey and Kylene E. Norman; (2) "Using the Number Line To Factor Quadratics," by D. Irene Fell Rodgers; (3) "Numerical Integration: Surprises from the Trapezoidal Rule," by Travis Thompson; (4) "Bilateral Symmetry of the Hypergeometric Distributions," by Sandra M. Pulver; (5) "A Recursive Algorithm for Solving Linear Diophantine Equations," by Gene P. Blandford; (6) "An Induction Proof of the Inequality of the Weighted Geometric and Arithmetic Means," by Terrence Brenner; (7) "Pre- and Post-Instructional Strategies for the College Developmental Mathematics Class," by Joannis Kelly Flately, Dennis Gittinger, and Adele Ducharme; amd (8) "Reflections on the Studies of Comparisons of U.S. Students and Students in Other Countries," by James Baldwin. (AYC)

ED 348 072 JC 880 468

Cohen, Don, Ed.
The AMATYC Review, Volume 10, Number 1, Fall 1988.
PUB DATE- 88
NOTE- 93p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Calculators; *College Mathematics; Computer Assisted Instruction; Computer Literacy; Geometric Concepts; Linear Programing; Mathematical Applications; *Mathematical Concepts; Mathematical Logic; *Mathematics Education; *Mathematics

ED 348 088 JC 920 382

Kelly, Diana K.
Part-Time and Evening Faculty: Promoting Teaching Excellence for Adult Evening College Students. 1991/92 Fund for Instructional Improvement Grant Project. Final Report.
SPONS. AGENCY- California Community Coll. Fund for Instructional Improvement.
PUB DATE- 15 Jun 92
NOTE- 36p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Students; *Andragogy; Classroom Techniques; Cognitive Style; Community Colleges; Cooperative Learning; Creative Teaching; Evening Programs; *Evening Students; *Faculty Development; *Inservice Teacher Education; Instructional Improvement; Nontraditional Students; Participant Satisfaction; *Part Time Faculty; Student Attitudes; Teacher Improvement; Teacher Workshops; *Teaching Methods; Two Year Colleges
IDENTIFIERS- *Fullerton College CA

In fall 1991, Fullerton College (California) undertook a project to promote excellence in teaching in evening classes by providing part-time and evening faculty with development activities focusing on teaching methods for adult learners. Thirteen part-time and evening faculty representing different disciplines were selected to participate. During the fall 1991 semester, the group attended workshops on adult learners, learning styles, classroom assessment techniques, and interactive teaching strategies. In the spring 1992 semester, they incorporated these new techniques into their evening classes, while attending monthly meetings to exchange ideas and share experiences. The students in their classes were surveyed at the beginning, middle, and end of the semester. Project outcomes included the following: (1) 11 of the 13 faculty participants successfully incorporated the new teaching techniques into their spring 1992 classes; (2) all faculty members felt that the monthly meetings were critical to their successfully implementing the new techniques; (3) the first student survey revealed a high level of optimism about the classes, but an unrealistic idea of the amount of outside study time required; (4) the mid-semester survey showed continuing interest in the classes, but problems with outside study time; (5) the final survey revealed high satisfaction with the classes and strongly positive responses to the teachers and the instructional methods; (6) the surveys revealed a need for faculty to teach time management skills to adult evening students; and (7) there was no significant increase in student retention. Attachments include information sheets, outlines of the four workshops, a meeting agenda, a list of activities to get adult learners involved, time management worksheets, and the three student surveys. (23 references) (JSP)

ED 348 089 JC 920 384

Ebbers, Larry H.; And Others
LINC ing: Creating a Regional Consortium for Leadership Development.
PUB DATE- Jul 92
NOTE- 23p.; Paper presented at "Leadership 2000," the Annual International Conference of the League for Innovation in the

ED 348 105   JC 920 401

Bugler, Helen; Newhook, Brenda
Supporting Displaced Workers for Successful Retraining.
PUB DATE- 92
NOTE- 8p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Dislocated Workers; Family Problems; Foreign Countries; Group Counseling; Group Experience; *Job Training; Nurses Aides; *Peer Counseling; Peer Teaching; *Retraining; Self Esteem; Student Personnel Services; *Transitional Programs; *Tutoring; Two Year Colleges
IDENTIFIERS- Cabot College of Applied Arts Techn Cont Educ NF; *Fisheries Adjustment Program NF

In response to the closure and down-sizing of fish plants in Newfoundland, Cabot College (CC) established a Student Support Services Unit (SSSU) to offer special counseling and advising services to the more than 100 students expected to undertake vocational retraining at CC under the province's Fisheries Adjustment Program. The SSSU hired two student counselors, who, under the direction of a coordinator, supplied and monitored a peer tutoring service, offered information seminars, and established an academic resource bank. The SSSU adopted an open-door policy requiring no prior appointments by students, and initiated a program of group interaction to ease the transition from work to school. Each student entering the retraining program met with a counselor for an initial "get-acquainted" interview. Group sessions, which met three times each week, addressed such student-identified topics as how to read a textbook; note-taking skills; preparing for tests; and coping with stress. During the sessions, students reported having problems of low self-esteem, a disruption of family life, and feelings of isolation from their spouses. For a specific group of 22 students planning to enter a nursing assistant course, a special preliminary curriculum was developed, covering such areas as computers, mathematics, life skills, student success, and orientation to the role of nursing assistant. All 20 of the students who completed the course eventually found union-scale employment as nursing assistants. Of the more than 100 students who entered the program in the first year, only three were terminated, representing an attrition rate much lower than that of CC's mainstream student body. (PAA)

ED 348 106   JC 920 402

Clifton, Cherie; Long, Carolyne
The Advising Connection: A Training Program for Faculty Advisors.
PUB DATE- Mar 92
NOTE- 7p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Advising; Community Colleges; *Counselor Training; *Faculty Advisers; Interprofessional Relationship; Minimum Competency Testing; Pretests Posttests; Professional Training; *Program Improvement; *Student Placement; Teacher Student Relationship; Two Year Colleges
IDENTIFIERS- Amarillo College TX; Texas Academic Skills Program

At Amarillo College (AC) in Texas, academic advising is provided

ED 348 122 JC 920 426

Lucas, John A.
Evaluation of New Probation Intervention Program at Harper College--1990. Volume XX, No. 4.
PUB DATE- 29 Nov 91
NOTE- 25p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160),Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Academic Advising; Academic Failure; *Academic Probation; College Credits; Community Colleges; *Educational Counseling; Grade Point Average; *Intervention; Program Effectiveness; Program Evaluation; Questionnaires; School Surveys; *Student Attitudes; *Student Behavior; Student Educational Objectives; Student School Relationship; Two Year Colleges; *Two Year College Students
IDENTIFIERS- William Rainey Harper College IL

A study was conducted at William Rainey Harper College (WRHC) in Palatine, Illinois, to evaluate the effectiveness of a new academic probation intervention program. Probationary students are those who are warned the previous semester but whose grade point averages (GPA's) still fall below 2.0 (4-point scale). Students on probation must participate in a success-oriented intervention program. The evaluation study was conducted of all 278 students who participated in the fall 1990 probation intervention program. Students' academic records were evaluated and a follow-up telephone survey was conducted. A total of 215 students were interviewed for a 75% response rate. Study findings included the following: (1) among students who participated in the program, 73% returned the following spring; (2) as a result of the program, 64% had a clear understanding of the probation system, 67% understood how GPA was calculated, and 84% were able to identify factors leading to low GPA; (3) 35% of respondents cited poor study habits and working too many hours as the primary causes of low GPA; (4) although 85% of respondents indicated that their counselor helped them develop a plan to improve their grades, 57% reported that they had not changed their educational goals, suggesting that intervention influenced work habits more than goals; (5) chief educational goals of respondents were to earn an associate degree for transfer (39%), to earn an associate degree (29%), and to transfer without a degree (15%); (6) students not returning after the intervention cited job responsibilities (35%), personal and family responsibilities (25%), and a need for time away to reset their goals (21%); and (7) non-returning students had achieved lower GPA's and were better able to cite the causes of low GPA than returning students. (PAA)

ED 348 123 JC 920 427

Yohanan, J.; Lucas, J. A.
Follow-Up of Former Architectural Students, 1981-1990. Volume XX, No. 5.
PUB DATE- Apr 92
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Numerical/Quantitative Data (110)

ED 348 140 PS 020 532

Haas-Foletta, Karen; Cogley, Michele
School-Age Ideas and Activities for After School Programs.
PUB DATE- 90
NOTE- 174p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *After School Programs; Childrens Games; *Class Activities; Cooking Instruction; *Day Care; Elementary Education; *Handicrafts; Horticulture; Painting (Visual Arts); Play; Printing; Problem Solving; Science Projects
IDENTIFIERS- Social Problem Solving

This guide describes activities for school-age children in after-school day care programs. These activities may also be used in other settings. An introductory section discusses program philosophy, room arrangement, multicultural curriculum, program scheduling, summer programs and holiday care, field trips and special programs, age grouping, communication between parents and teachers, and conflict resolution. Sections of the guide describe approximately 150 activities that relate to: (1) problem solving in general and social problem solving in particular; (2) rough-and-tumble play; (3) painting; (4) printing; (5) making cards and gifts; (6) making masks, puppets, and gifts; (7) candle making; (8) making three-dimensional artworks; (9) cooking art supplies from recipes; (10) craft projects involving nature; (11) planting and growing plants and vegetables; (12) science experiments; and (13) indoor and outdoor games. A resource list of more than 120 publications is appended. (BC)

ED 348 141 PS 020 582

Prince, Cynthia D.
Reactions to the Goal 1 Technical Planning Subgroup Report on School Readiness. Report to the National Education Goals Panel.
PUB DATE- 27 Mar 92
NOTE- 74p.; Separately published 7-page "Executive Summary" has been appended.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Child Development; Data Collection; *Educational Attitudes; Educational Objectives; Evaluation Methods; Kindergarten; Primary Education; *Program Proposals; Sampling; *School Readiness; *Student Evaluation
IDENTIFIERS- National Education Goals 1990

The Goal 1 Technical Planning Subgroup proposed an early childhood assessment system that involved assessment of children before they entered kindergarten, at the time of entrance into kindergarten, and during the kindergarten year. The report that contained the proposal, and requests for feedback, were disseminated to nearly 1,000 individuals and more than 80 organizations interested in early childhood education. A total of 169 responses were received from 184 respondents (15 were submitted jointly by 2 or more

ED 348 160 PS 020 726

Laying the Foundation for School Success: Recommendations for Improving Early Learning Programs in Maryland.
PUB DATE- Feb 92
NOTE- 205p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Child Development; Curriculum; Early Childhood Education; Educational Objectives; Educational Philosophy; Educational Policy; Elementary Education; *Family Influence; *Family School Relationship; *Learning; *Program Descriptions; Program Evaluation; Program Improvement; School Community Relationship; *School Readiness; Student Evaluation; Teacher Qualifications
IDENTIFIERS- *Maryland

This report examines the philosophy, policies, programs, methodologies, services, and organizational structures that relate to the education of students between 4 and 9 years of age. Sections of the report address: (1) the relation between development and learning; (2) school readiness; (3) early learning programs; and (4) partnerships among schools, families, and communities. Each section of the report includes a literature review, recommendations for early learning programs in the State of Maryland, and references for additional reading. Section 1 examines children's development in light of several developmental goals, lays out a mission and philosophy position, and lists the goals for early learning. Section 2 defines school readiness and makes recommendations concerning family and community responsibility for children's school readiness. Section 3 discusses the qualifications of early learning program staff; the organization, curriculum, and methodology of early learning programs; student assessment; and program accountability and improvement. The role of family partnerships with schools in promoting higher student achievement is considered in section 4. Appendices include a profile of experiences necessary for children's development through age 5; a list of benchmark outcomes for first graders; and lists of members of subcommittees of the Maryland Commission on the Early Learning Years and of committees that studied first grade outcomes. A brief executive summary is attached. (BC)

ED 348 161 PS 020 727

Anderson, Robert H.
The Nongraded Elementary School: Lessons from History.
PUB DATE- Apr 92
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; *Educational History; Educational Practices; *Elementary Education; *Nongraded Instructional Grouping; *School Schedules; *Teaching (Occupation); *Team Teaching; Textbooks
IDENTIFIERS- Dewey (John); Dual Progress Plan; European Influences; *Multi Age Grouping; Petersen (Peter); United States

ED 348 179 RC 018 656

Dwyer, Kathy, Ed.; Spas, Diana, Ed.
Common Threads: Weaving Together Rural Resources for People with Disabilities. Proceedings (Missoula, Montana, September 15-17, 1991).
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 91
NOTE- 115p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Advocacy; Delivery Systems; *Disabilities; *Federal Legislation; Program Descriptions; Program Implementation; *Rural Areas; Rural Education; *Services; Social Support Groups; *Training Methods
IDENTIFIERS- Americans with Disabilities Act 1990

This document summarizes a conference sponsored by the Montana University Affiliated Rural Institute on Disabilities (Rural Institute). The Rural Institute is a center for interdisciplinary, multi-organizational research, service, and training projects aimed toward improving the lives of persons with disabilities who live, work, and recreate in rural areas. Twenty-six speakers made presentations on exemplary programs in five topic areas: (1) building linkages, collaboration, and networks; (2) integrating training with services; (3) support systems from the community, professionals, and peers; (4) improving accessibility by using interactive television and improving transportation and facilities in public buildings; and (5) innovative rural interpretations of disability laws and policies. This document contains transcripts of the conference presentations, grouped by topic area and followed by the "common threads" for each area, i.e., summaries of the comments made during each plenary session. A "Rural Disability Services Network" initial directory, citing programs from various states is included. The appendices include recommendations for consumer advocacy involvement and a summary of the Americans with Disabilities Act technical assistance grants and coordination contracts awarded through the National Institute on Disability and Rehabilitation Research. (LP)

ED 348 180 RC 018 704

Ibanez-Velez, Carlos; And Others
Promoting Learning and Educational Delivery and Quality among "At Risk" U.S. Mexican and Native American Elementary School Children in Tucson, Arizona. A Pilot Project.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 27 Jun 91
NOTE- 37p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *American Indians; *Cultural Awareness; *Curriculum Development; Educational Anthropology; Elementary Education; Experiential Learning; *High Risk Students; *Mexican Americans; Parent Participation; *Parent Teacher Cooperation; Program Implementation
IDENTIFIERS- Arizona (Tucson)

This report summarizes a pilot project that used home cultural resources and activities in promoting learning and enhancing

ED 348 197 RC 018 905

Pavel, D. Michael
American Indians and Alaska Natives in Higher Education: Research on Participation and Graduation. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, D.C.
PUB DATE- Aug 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Alaska Natives; *American Indians; *College Attendance; *College Graduates; Educational Attainment; *Equal Education; Faculty Advisers; Higher Education; Longitudinal Studies; Measurement; Racial Differences; *School Holding Power; Secondary Education
IDENTIFIERS- ERIC Digests
Achieving equity in the number of American Indian and Alaskan Native students who enter college and subsequently graduate is important to Natives and to the nation as a whole. Based on institutional data and demographic data, state equity scores for enrollment (ESEs) and state equity scores for graduation (ESGs) were computed for seven states with relatively large Native populations. The findings indicate that, in general, the number of Native students enrolled in four-year institutions needs to double in order to achieve equity of Native enrollment in the 1990s, and the number of students graduating from four-year institutions needs to increase considerably for Natives to attain equity. Two longitudinal studies examined time-dependent factors that influence postsecondary enrollment and graduation. McEvans and Astin found that Native students were likely to enroll in public four-year colleges and universities, and to have the lowest retention rates among all ethnic groups. Pavel and Padilla's study suggested that both intentions in high school and academic integration on campus are central to postsecondary outcomes. Several qualitative studies suggest that ethnic enclaves help minority students "scale down" the complexities of the campus environment and that advisors chosen by students who were ethnically matched to them were most effective. Achieving equity in participation and graduation also depends on maintaining continuity with K-12 schools in terms of parental involvement, community-based curriculum, appropriate teaching styles, and caring teachers and administrators. (KS)

ED 348 198 RC 018 906

Knapp, Clifford E.
Thinking in Outdoor Inquiry. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Elementary Secondary Education; Experiential Learning; *Learning Processes; *Learning Strategies; *Learning Theories; *Outdoor Education; Teaching Methods; *Thinking Skills
IDENTIFIERS- *Constructivist Learning; *Constructivist Theory;

nondisabled students, and students with learning disabilities is recommended. Techniques useful with such groups are discussed including M. E. Crosby's five-step procedure for discussing books and bibliography. Questions for mainstream teachers in book discussions are suggested. (DB)

ED 347 755 EC 301 371

Honig, Alice Sterling
Creating Integrated Environments for Young Handicapped Children.
PUB DATE- 7 Mar 92
NOTE- 21p.; Paper presented at the Annual Conference of the Bridging the Gap Program (Fairfax, VA, March 7, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; Compliance (Legal); *Disabilities; Educational Legislation; Federal Legislation; Individualized Instruction; *Mainstreaming; Models; Preschool Children; *Preschool Education; Program Development; Program Implementation; Staff Development

This paper offers guidelines for effectively integrating preschool children with disabilities in classrooms with nonhandicapped children. First, formal aspects of program integration including legislative requirements and the Child Find program to identify young children needing special services are reviewed. Next, program planning guidelines are offered concerning: when integration should begin; selection of a learning model; teacher/child ratios and schedules; staffing; evaluation; supports for staff; and development and use of personalized prescriptions. Finally, 20 ideas for teachers and caregivers are offered. These include: learn about each disability; know skill prerequisites; arrange the environment; be flexible about theory and practice; show physical affection; provide tactual real experiences; discipline wisely; and utilize parents as partners. (18 references) (DB)

ED 347 756 EC 301 372

Martin, Larry; Bogie, Donald W.
An Examination of Personnel Needs and Requirements in Special Education Programs in Alabama, 1986-91.
SPONS. AGENCY- Alabama State Dept. of Education, Montgomery. Div. of Special Education Services.; Westat, Inc., Rockville, MD.
PUB DATE- 13 Mar 92
NOTE- 52p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; Incidence; *Needs Assessment; *Special Education Teachers; State Surveys; Statewide Planning; *Teacher Supply and Demand
IDENTIFIERS- *Alabama

This study examined the teacher personnel needs of special education programs in Alabama utilizing data from a survey of the 130 local education agencies and the annual child count of students enrolled in special education classes. Data are presented in narrative and tabular form and address, first, personnel shortages and deficiencies according to location within the state and by category of exceptionality; and, second, personnel needs and requirements as they relate to the future staffing of special education programs. Included is information on historical changes in the numbers of special preparing emergency contingency plans. Considerations for the development of individualized education programs or individualized family services programs are outlined, such as empowering the child to assist in his or her care to the degree possible and being aware of the parents' needs. Suggestions are also offered for working with nurses in the classroom. (JDD)

ED 347 776 EC 301 394

Ward, Alan J.
Self-Destructive Behavior in Public School Students.
PUB DATE- Apr 92
NOTE- 14p.; Paper presented at the Annual Conference of the American Association of Suicidology (25th, Chicago, IL, April 2-5, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Behavior Disorders; Depression (Psychology); Emotional Disturbances; *Family Relationship; *High Risk Students; Intermediate Grades; Interpersonal Relationship; Junior High Schools; Magnet Schools; *Public Schools; Runaways; Self Concept; *Self Destructive Behavior; *Stress Variables; Student Attitudes; *Student Characteristics; Substance Abuse; *Suicide
IDENTIFIERS- Chicago Public Schools IL

The Adolescent Attitude Survey (AAS) was developed and administered to 214 sixth and eighth graders, 79 from the Chicago (Illinois) Public Schools and 135 from a Chicago magnet school where subjects were more academically oriented and homogeneous. The instrument assessed the subjects' self-image, demographic variables, and factors associated with self-destructive ideation and attempts. Analysis indicated that, compared to magnet school subjects, the public school subjects reported significantly more family conflicts, exposure to suicidal models in the family peer group, depression, suicidal ideation, suicidal threats and attempts, substance abuse, and runaway behavior. Survey responses are seen as being supportive of the hypothesis that there is a significant group of "normal" adolescents who are at risk for self-destructive behaviors in association with a wide range of interpersonal conflicts and life stresses. The significant differences in AAS results betwen the public school and magnet school subejcts are seen as providing support to the hypothesis that such behaviors are differentially effected by the levels of interpersonal stress and conflict experienced by the adolescents. (11 references) (JDD)

ED 347 777 EC 301 395

Dick, Marlene
Putting Transition Planning in the IEP Process.
PUB DATE- 92
NOTE- 55p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Historical Materials (060)
DESCRIPTORS- Career Awareness; *Career Education; Case Studies; Educational Planning; *Education Work Relationship; High Schools; *Individualized Education Programs; *Learning

Issues, Attitudes, Case Studies; see FL 019 461.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Dialects; *English; Foreign Countries; *Language Role; *Language Standardization; *Standard Spoken Usage
IDENTIFIERS- *Australia; *English (Australian)

Differences in the role of Standard Australian English (SAusE) in a variety of Australian language educational programs are explored. The value of teaching SAusE (as opposed to a more international Standard English) both to non-native speakers learning English as a Second Language and to Aboriginal English speakers learning SAusE as a second dialect is evaluated. It is argued that it is important that such students understand SAusE in order to interact successfully with Australian English speakers outside the classroom and to maximize their English language fluency. However, it is stressed that the students must also be taught to distinguish those elements of SAusE that differ from core World English. In addition, the history of the academic study of Australian English is reviewed, extant English language programs in the country are discussed, and dialects or varieties of Australian English are examined. (JL)

ED 347 799 FL 019 469

Gonzalez, Andrew
The Philippine Variety of English and the Problem of Standardization.
PUB DATE- 91
NOTE- 12p.; In: Tickoo, Makhan L., Ed. Languages & Standards: Issues, Attitudes, Case Studies; see FL 019 461.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *English (Second Language); Foreign Countries; *Language Standardization; *Language Variation
IDENTIFIERS- *Philippines

The variety of English spoken and written by Filipino natives is examined, and its particular usages or "perduring features" are reviewed. Filipino English is shown to be influenced by the structures of native Filipino language(s), and by the historical and cultural contexts in which it is learned. It is argued that Philippine English, as a language variety, is in a state of flux and is in the process of standardization, with a clear consensus only on which variety is most acceptable for the spoken phase and with a conservative stance taken on all other features of spoken or written English. While American English continues to be the reference standard for writing and for language education, the spoken variety is tolerant of peculiar modes of stress and little attention is paid to intonation, as intonation carries little functional load for changes of basic linguistic meaning. It is also argued that spoken Filipino English stresses the necessity of maintaining phonemic distinctions with regard to the vocalic system and with regard to certain distinctions in the consonantal systems. (JL)

ED 347 800 FL 019 470

Wong, Irene F. H.
Models for Written English in Malaysia.
PUB DATE- 91
NOTE- 13p.; In: Tickoo, Makhan L., Ed. Languages & Standards:

Sample program units are included. Contains 9 references. (LB)

ED 347 824 FL 020 399

Wongsothorn, Achara
Steps in EFL Graduate Program Design by the Language Institute, Chulalongkorn University.
PUB DATE- 92
NOTE- 25p.; In: Read, J. S., Ed. Case Studies in Syllabus and Course Design (SEAMEO Regional Language Centre Occasional Papers No. 31), p29-44, SEAMEO Regional Language Centre: Singapore (revised 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Business; *English (Second Language); Foreign Countries; Government Employees; Graduate Study; Higher Education; Language Research; *Language Skills; Listening Skills; Needs Assessment; Program Evaluation; Reading Skills; *Second Language Instruction; Surveys; Verbal Communication
IDENTIFIERS- *Thailand

A survey was conducted at the Chulalongkorn University Language Institute in Thailand to identify societal needs for using English. The following issues were investigated: (1) the extent to which English was being used and was needed by Thai government personnel; (2) the extent and purpose of using listening, speaking, reading, writing, and translation skills; (3) the adequacy of English skills obtained from educational institutions; (4) and the actual skill levels attained and the desired levels to be attained. A total of 486 subjects were surveyed in government agencies, state enterprises, and business firms in Bangkok. Results of the study indicated that government agencies and state enterprises used English moderately and that the businesses used it more frequently. The required skills were ranked in the following order of importance: reading (most important), writing, listening, speaking, and translation. The language use profiles in Thai society are concluded to be appropriate as guidelines for the design of English syllabi. Two subsequent surveys studied the management of graduate English programs in seven other higher education institutions, and the needs of graduate English programs in Chulalongkorn University. Nineteen tables supplement the narrative. Contains 10 references. (LB)

ED 347 825 FL 020 426

Wongsothorn, Achara
The Role of Amplified Objectives in Domain-Referenced Language Program Evaluation.
PUB DATE- 90
NOTE- 22p.; Paper presented at the Regional Language Centre Seminar (Singapore, April 1990) and at the Post-Regional Language Centre Seminar (Bangkok, Thailand).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Course Objectives; Educational Objectives; *English (Second Language); Evaluation Criteria; Foreign Countries; *Program Evaluation; *Second Language Programs; Testing; Training Objectives
IDENTIFIERS- Thailand

In a discussion on amplified objectives in language evaluation, is a type of role play, with pairs of students preparing a dialogue according to a situation provided by the instructor and then performed in class. Situations are designed so that students can utilize newly learned grammar and expressions, and drafts of dialogues are checked by the instructor prior to the performance. Application Performance offers students the opportunity to act out Japanese business scenarios and the Japanese way of communication in varying situations. During the process of preparing for an application performance drill, students learn aspects of Japanese culture such as cooperation, teamwork, and consensus building. Details on the Oregon State University methodology are provided, including preparation, performance, grading and feedback, advantages for both students and instructors, disadvantages, and implementation. Contains 3 references. (LB)

ED 347 845 FL 020 545

Rahilly, Leonard J.
A Case for Overseas Study and Internships.
PUB DATE- 28 Mar 92
NOTE- 11p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (11th, Ypsilanti, MI, March 25-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Students; Experiential Learning; Higher Education; International Communication; *Internship Programs; *Language Skills; Program Effectiveness; Program Improvement; *Second Language Learning; Student Exchange Programs; Student Experience; *Study Abroad

Americans have long had and deserved the stereotypical reputation of knowing little about the language and cultures of other nations. Most college students, including language majors, leave higher education with inadequate language skills, and many high school language teachers are also in need of improved skills. The reliance of literature to teach culture is also inadequate. Overseas study can improve both knowledge of language and understanding of culture, but study abroad programs are generally offered as a supplement to language study rather than a key component. Overseas study, which should be required by schools and supported by both government and the business community, should be undertaken only after 3 years of successful college-level study. Students studying overseas should be carefully prepared for the experience before them. Once abroad, the student's family-living experience should be monitored by the home institution. Internships combined with academic study could enhance the experience dramatically. An integrated overseas program would include a preparatory course or seminar, appropriate housing, courses tailored to the needs of participants, work experience, and follow-up upon return to the United States. (LB)

ED 347 846 FL 020 547

Saito, Yoshiko
Assessing Japanese Language Needs for Business and Professional Use.
PUB DATE- 26 Mar 92
NOTE- 23p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World

of elder abuse; clinical symptoms of abuse; legal issues; and referral and case management techniques. Training techniques included lectures, group discussion, question and answer sessions, slides, and videotapes. The project's purpose is to provide Michigan physicians with training to assist them in carrying out the requirements of a new legal mandate that requires physicians, like other health and social services workers, to report suspected cases of abuse, neglect, or exploitation of vulnerable adults, including the elderly, to the Michigan Department of Social Services Division of Adult Protective Services. Following a list of the program's policies there is a literature review which describes the research done (mostly in the 1980s) on elder abuse, including identifying those who need assistance, institutional abuse, services for the victims, the laws on abuse and neglect, and the physician's role in identifying and treating elder abuse and neglect. Finally, the development of the project's training program is outlined from site selections to training material development and evaluation. An appendix contains conference materials (brochures, flyers, maps, agenda, etc.), the conference evaluation questionnaire, and other materials. Contains 132 references. (GLR)

ED 347 866 HE 024 154

Cayan, Sally; Jacquart, Jamie
Internships: Lending a Hand.
PUB DATE- Nov 90
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Adjustment (to Environment); Colleges; Graduate Students; Higher Education; *Internship Programs; *Personnel Selection; Program Development; Program Implementation; *Proposal Writing; *Student Employment; Teacher Interns; Universities

The benefits derived from an internship program within a college or university graduate education classroom are discussed, as well as the program's development and operation. Benefits from such a program are viewed as affecting both the institution and the interns themselves. The institution is provided with extra staff, along with their fresh experiences and outlooks, to take up slack in departmental projects and supply valuable up-to-date information. The intern gains first-time experience in the chosen career. Setting up an internship program is discussed including the basics of proposal writing. It is noted that the proposal should include why an internship is needed, who the interns will be working with, what they will be doing, and the compensation package involved. Intern selection is briefly outlined starting from candidate interviews and the use of placement services to making the offer. Finally, the operation of an internship program is described, involving acclimatizing the intern to the new physical environment and their eventual assimilation into the academic structure. (GLR)

ED 347 867 HE 024 813

Finifter, David H., Ed.; And Others
The Uneasy Public Policy Triangle in Higher Education: Quality, Diversity, and Budgetary Efficiency.
PUB DATE- 91
NOTE- 198p.
LANGUAGE- English

instructor. The procedure was as follows: (1) all students answered two questionnaires on the first day of class; (2) exams were administered approximately once every 3 weeks; (3) students were given a chance at voluntary feedback before the second exam; (4) feedback was provided to subjects in groups of 10 to 15 on the day following the second exam; and (5) 48 hours later, students received a readministration of the second exam. Results found a consistent pattern emerging for gender differences with males more motivated by grades, more likely to view exam feedback as a form of teacher control and generally more extrinsically motivated than females. It was also found that feedback was more effective for the higher- than the lower-achieving students. When data were reanalyzed with achievement level as a covariate gender differences disappeared. In addition the students with high expectations and a learning-orientation were particularly good users of feedback. Included are 11 figures and 9 references. (JB)

ED 347 886   HE 025 649

Barham, Wilton A.
Critical Determinants for Preparing Black Students for College: Research and Policy Considerations.
PUB DATE- Apr 92
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Black Colleges; *Black Students; *College Freshmen; *College Preparation; Credits; Developmental Studies Programs; Higher Education; High Schools; Prediction; *Predictor Variables; *Remedial Instruction; State Universities

This study attempted to identify indicators of success for developmental education students, particularly underprepared African American students enrolled at a predominantly Black university. The sample for the study included 922 students who responded to an 8-item questionnaire, which consisted of both traditional and non-traditional variables. The variables included gender, race, race of high school teachers, number of years of high school mathematics, number of years of high school English taken, student's plan to go to college, sources of assistance in high school, whether the student felt prepared for college, intended college major, intended minor, place of origin, credit hours attempted, credit hours completed, and placement scores. Commonality analyses were undertaken and the development of a linear structural equations model is proposed. The results of the ongoing study suggest the importance of monitoring students so that they register for an appropriate number of credit hours and an appropriate combination of courses. Included are 2 tables, an appendix containing the questionnaire, and 17 references. (Author/JB)

ED 347 887   HE 025 650

Gill, Wanda E.
The History of Maryland's Historically Black Colleges.
PUB DATE- 92
NOTE- 57p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.

computers, and culture are discussed in a stylized dialogue between the two faculty members. From the experiences of these faculty members, business faculty members are encouraged to study a foreign language on their campuses as a viable, inexpensive way to initiate internationalization of the business faculty. The following recommendations are presented for business professors: study a foreign language; read foreign language publications and works about target language countries; watch foreign films, instructional videotapes, and foreign language TV; read literary classics of the target language countries; enjoy the art and music of the target language countries; and share this knowledge and enthusiasm with the business students. It is noted that this type of collaboration has allowed both professors to develop professionally, and that the learning process described, that of colleagues from different colleges collaborating as student and teacher, should be encouraged. Contains 21 references. (GLR)

ED 347 906 HE 025 669

Schuster, Camille; Zimmerman, Robert O.
Overseas Components of Executive MBA Programs: Planning Survey, The Xavier Experience, Follow-up.
PUB DATE- 26 Mar 92
NOTE- 18p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (11th, Ypsilanti, MI, March 25-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Administration Education; Cultural Awareness; Foreign Countries; Higher Education; International Trade; Learning Activities; *Professional Continuing Education; *Program Development; *Program Effectiveness; Program Evaluation; Surveys
IDENTIFIERS- *Xavier University OH

This paper presents the findings of a survey of Executive MBA (Masters of Business Administration) Programs concerning the characteristics of overseas components contained within these programs. Of the 97 questionnaires sent out, 57 responses were received. Among survey findings were that 35 percent have an overseas component and 32 percent are planning one. Thirteen respondents indicated the overseas component is a required part of their executive MBA program. The paper also describes the planning, development, and implementation of the Xavier University (Ohio) overseas program and assesses the program, based on questionnaire responses from 11 of 16 participants (69%). Reactions included the following: (1) participants found the experience to be valuable, and no one indicated that the experience was of little or of no value; (2) the seasoned and knowledgeable business executives and faculty on the 1991 Asian tour were impressed with the diversity among Asian countries and the variety of ways of doing business, even within a particular country; (3) participants would have preferred spending more time on activities that could only be done overseas and spending less time on activities that could be done just as well at home; and (4) the trip did not include enough company visits and countries, and it was too short and hectic an experience. It is noted that the Xavier University course met its goals and that the second version of the program will be implemented in June 1992. (GLR) military education programs. It reports that of the Panel's 41 recommendations pertaining to the college, actions have been taken to implement all of them and 32, or 78 percent, have been fully implemented; 4 are partially implemented; and 5 cover areas that are not fully within the college's control. The appendix presents the recommendations along with a characterization of their implementation. It also provides additional details on the college's actions for each recommendation. The Panel's recommendations address the following areas: (1) faculty teaching strategy; (2) faculty qualifications, and student/faculty ratios; (3) student selection; (4) faculty recruitment; (5) faculty development program; (6) incentives to hire civilian faculty; (7) faculty exchange with academies; (8) military student qualifications; and (9) the environment for joint education. Recommendations appear exactly as they appear in the Panel report, and, in most cases, college officials have addressed the entire recommendation. Recommendations whose implementation is not fully within the college's control are identified. In addition, cross-references to related recommendations are provided when responses are similar. (GLR)

ED 347 925 HE 025 688

Smith, Terry B., Ed.
Retrieving a Tradition, Projecting a Future. Proceedings of the Annual International Conference of Residential Colleges & Living/Learning Centers (1st, Kirksville, Missouri, March 26-28, 1992).
PUB DATE- 26 Mar 92
NOTE- 140p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- College Housing; Conferences; Higher Education; *Living Learning Centers; On Campus Students; *Program Development; Program Evaluation; *Residential Colleges; School Support; Student Participation; Student Personnel Services; Teacher Role; *Undergraduate Study

This proceedings of a conference presents papers that examine residential colleges and living-learning programs, how to develop and implement them, and issues surrounding their use including increasing faculty and student involvement. Papers and their authors are as follows: "Residential Colleges: An Historical Context" (Mark B. Ryan); "How To Increase Campus Support for a Residential College" (Martin Nemko); "Exploring a Case History: James Madison College of Michigan State University at 25 Years" (Kenneth Waltzer); "Student Affairs in James Madison College" (Dixie Platt); "Mature College Systems" (Kristie DiGregorio); "Unit One Living/Learning Center Toward Becoming 'Mature'" (Howard K. Schein); "Rice University: The College System" (Ronald F. Stebbings); "The Collegiate Structure of the University of Kent" (Frank Burnett); "How To Start a Residential College (Martin Nemko); "The Freshman Learning Community" (Jerry A. Stark); "SHINE: Student Housing Initiatives in Education" (Ted C. Hindmarsh); "Converting the Embassy Hotel into USC's First Residential College" (Kristine Dillion); "A National Perspective on Faculty Interaction Programs" (Dale R. Tampke); "Developing an Experimental Curriculum" (Frances Arndt, Betty Carpenter); "Student Life as Text: Engaging Difference, Making Communities" (Grant Cornwell); "How To Increase Faculty Involvement in Residential Colleges: (Martin Nemko); "EMPOWERMENT: The Lifeforce of the Residential College" (Lara Chatel Turbide); "Residential section-by-section analysis of the bill is included. The text of the bill itself, which makes up the bulk of the document, appears with existing law proposed to be omitted in brackets, new matter in italics, and existing law in which no change is proposed is shown in Roman. The last section contains dissenting views on the reauthorization from 11 members and 3 additional views. (JB)

ED 347 945   HE 025 709

The College Handbook 1993.
PUB DATE- 92
NOTE- 1,168p.; For the Foreign Student Supplement, see HE 025 713.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- College Admission; College Choice; College Programs; *Colleges; Community Colleges; Higher Education; Program Descriptions; Undergraduate Study; *Universities

This directory is intended to provide students and their advisors with authoritative information on 3,171 colleges and universities in the United States as well as supplementary information. The information was gathered in the winter and spring of 1992 through the College Board's Annual Survey of Colleges with descriptions subsequently verified with the institutions. Following a Preface, a section, "College Decisions" includes subsections on choosing a college, paying for college, a glossary of terms, a guide to using the handbook and a listing of major fields of study by discipline. There follows a section of several indexes listing general colleges (4-year, universities, 2-year upper division, community colleges, single sex colleges), specialized colleges (agricultural and technical, bible, art/music, business, engineering, health science, military, seminary/rabbinical, teacher's college), by campus environment for 2-year and 4-year colleges, colleges with religious affiliations, historically black colleges, Hispanic-serving institutions, colleges with services for students with learning disabilities, colleges offering ROTC programs, open admissions, by admission requirements of several types, and colleges offering National College Athletic Association (NCAA) sports. The descriptions of colleges themselves are grouped by state. Each description includes general information, degrees awarded, majors offered, academic programs, academic requirements, freshman admission and class profile, fall-term applications, student life, athletics, student services, annual expenses, financial aid, and where to obtain more information. An alphabetical listing of colleges is included. (JB)

ED 347 946   HE 025 710

The College Cost Book 1993.
PUB DATE- 92
NOTE- 310p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Access to Education; College Admission; College Athletics; Colleges; Community Colleges; Eligibility; Higher Education; Need Analysis (Student Financial Aid); Parent Financial Contribution; *Paying for College; Scholarship Funds; Scholarships; *Student Financial Aid; Student Loan Programs;

calls to their tutors. The first control group was assigned the same tutors as the experimental group, and the second control group was assigned tutors unaware of the project. Control group members were neither called nor invited to call their tutors. Results from the experiment seem to indicate that students who received tutoring by telephone achieved better results and had higher course completion rates. Questionnaires showed students to be reasonably satisfied with the opportunity for teletutoring, and tutors reported increased motivation during the program. It is also concluded that teletutoring need not imply large increases in program costs. Data are presented in 17 tables. A summary of the project and copies of the questionnaires, all in Norwegian, are appended. (26 references) (NRP)

ED 347 965 IR 014 239

Merrill, M. David; Li, Zhongmin
Implementation of an Expert System for Instructional Design: Phase 2. Design Document & Technical Report.
SPONS. AGENCY- Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.
PUB DATE- 1 Mar 88
NOTE- 106p.; For related reports, see IR 014 240-241. Reports on Phase 1 are not available.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Behavioral Objectives; *Computer System Design; *Educational Strategies; *Expert Systems; *Instructional Design; Instructional Development; *Material Development; Military Training; Models; *Task Analysis
IDENTIFIERS- Elaboration Theory; *ID Expert System

The purpose of this project was to develop a prototype expert instructional design system (ID Expert) which would demonstrate the feasibility of a consultation system for use by inexperienced instructional designers. The prototype gathers information from the designer and then makes recommendations for instructional design decisions. The output of the consultation is an instructional design specification which identifies each of the modules needed, the instructional objectives associated with each module, the instructional functions of each module, and the instructional transactions necessary to accomplish each function. This design specification provides the skeleton from which materials can be developed. The domain of the prototype system is limited to goals involving concept classification with a "kinds" taxonomy content structure and goals involving procedures for device operation with a "path algorithm" content structure. The system has been implemented using the S.1 expert system shell (Teknowledge Inc.) and runs on a VAX computer. The knowledge base includes in excess of 400 rules. The report describes: (1) the project's purpose, audience, scope, and environment; (2) the conceptual design; and (3) the implementation design, including a "top level" view of the system's structure, detailed descriptions of system components and knowledge representation, and a description of the user interface and consultation process. (GL)

ED 347 966 IR 014 240

Merrill, M. David; Li, Zhongmin
Implementation of an Expert System for Instructional Design, Phase 3. Design Document and Technical Report.

DESCRIPTORS- Analysis of Variance; *Computer Assisted Testing; *Feedback; Grade 11; High Schools; *Instructional Design; *Intermode Differences; Low Achievement; Microcomputers; Multiple Choice Tests; Social Studies; *Time on Task

This study considered the effects on lesson completion time of four forms of immediate feedback. Thirty-two low-ability eleventh grade students were randomly assigned to one of four treatments. Each student received four one-page social studies reading passages. Each passage averaged 350 words in length. Eight 4-alternative multiple choice questions were presented by computer with each passage. One of the following four forms of feedback was provided for each treatment condition. Students received either knowledge of correct response feedback (KCR), which provided the correct alternative after the student's first attempt, or KCR with second try (KCR second try), which allowed the student to try twice before the correct answer was provided. The KCR and KCR second try conditions were completely crossed with two levels of context termed Full and Focus. Full-context feedback presented the stem, distractors, and the correct alternative, while Focused-context feedback presented only the stem and correct alternative. It was hypothesized that a significant time difference would occur between the KCR-Focus group (with the least information) and the KCR second try-Full group (with the most feedback information). ANOVA results for total lesson time data did not support this hypothesis as the main effect for feedback, and the interaction of feedback and context were not significant. Examination of the context treatment means showed that, unexpectedly, the students took more time to complete the Focus treatments than to complete the Full treatments. It is concluded that the feedback form may have altered how students used the feedback; the first few questions in a series of questions may direct or influence the student's text processing approach (i.e., meta-level) to the text passage; and feedback context may have altered how learners used supporting materials. (8 references) (BBM)

ED 347 983 IR 015 720

Clariana, Roy B.; And Others
The Effects of Different Feedback Strategies Using Computer-Administered Multiple-Choice Questions as Instruction.
PUB DATE- Feb 92
NOTE- 24p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology and Sponsored by the Research and Theory Division; see IR 015 706.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Testing; Enrichment; *Feedback; Grade 11; High Schools; *Instructional Design; *Instructional Effectiveness; *Intermode Differences; Multiple Choice Tests; Pretests Posttests

The present study investigated the effects of using different forms of material with 100 eleventh grade students enrolled in a 5-week CBI (computer based instruction) summer enrichment program in Memphis, Tennessee. The basic design consisted of two conditions of instructional support (text and questions vs. questions only), two testings (immediate vs. retention), five levels of similarity between lesson and posttest questions, and five feedback conditions: Knowledge of Correct Response (KCR), delayed KCR, Answer Until Correct (AUC), questions only (no feedback), and no questions. Results showed significant

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classification; Cognitive Mapping; Correlation; Instructional Effectiveness; *Intermode Differences; *Learner Controlled Instruction; *Learning Strategies; Psychology; Recall (Psychology); *Student Attitudes; Two Year Colleges
IDENTIFIERS- Analogy; *Structural Knowledge

This study explores the effectiveness of an instructional strategy which displays appropriate knowledge structures versus a learning strategy that engages learners in defining knowledge structures by comparing the effects of providing graphical organizers in the form of completed frames with requiring students to complete frames as a study strategy prior to examinations. The learning variable being investigated is structural knowledge, i.e., the knowledge of how concepts within a domain are interrelated. The subjects were 56 students from a general psychology course at a large community college in Denver, Colorado, who were divided into two groups. Three subject-matter exams were designed to test recall of the text and lecture material, and subscales were developed to measure three aspects of structural knowledge: relationship proximity judgments, semantic relationships, and analogies. Students were also asked to complete a questionnaire assessing the extent of use and helpfulness of the instructor-provided and student-generated maps. Analyses of the data showed that both groups improved their relationship knowledge by focusing on the relationships when using the instructor-provided graphic organizers, and structural knowledge acquisition improved significantly. Between the second and third exams, however, an apparent task-by-group interaction occurred as Group 1 relationship scores appear to have benefited more from the learning strategy than Group 2 scores. Factors that may have influenced the results include the treatment, the content or test difficulties, and the difficulty of the mapping exercise. (12 references) (BBM)

ED 348 000   IR 015 737

Jonassen, David H.; Wang, Sherwood
Acquiring Structural Knowledge from Semantically Structured Hypertext.
PUB DATE- Feb 92
NOTE- 15p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology and Sponsored by the Research and Theory Division; see IR 015 706.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; *Cognitive Mapping; Higher Education; *Hypermedia; *Instructional Effectiveness; *Intermode Differences; Preservice Teacher Education
IDENTIFIERS- *Structural Knowledge

Hypertext researchers and designers contend that the hypertext information structures may reflect the semantic structures of human memory. Further, they believe that mapping the semantic structure of an expert onto hypertext information structure and explicitly illustrating that structure in the hypertext will result in improved comprehension because the knowledge structures of the users will reflect the knowledge structures of the expert to a greater degree. (Structural knowledge is defined as the knowledge of how concepts within a domain are

Instructional Design; *Instructional Effectiveness; Intermode Differences; *Learner Controlled Instruction; Pretests Posttests; *Student Attitudes; Time on Task; Undergraduate Students
IDENTIFIERS- Elaboration Theory; Verification

Although both learner control and feedback have been heavily researched, very little research has been conducted on giving learners control over the feedback which they receive. The purpose of this study was to examine the effect of learner control of feedback in a computer assisted instruction (CAI) lesson. The independent variables were type of control (learner or program) and level of feedback (verification or elaboration), The dependent variables were performance on a posttest, attitude toward the program, and time to study feedback. The subjects, who were 100 undergraduate education majors enrolled in an educational psychology class at a large southwestern university, used one of four CAI programs which provided either program control or learner control over verification or elaboration feedback. Results indicated that subjects who received elaboration feedback during instruction performed better than students who received verification feedback. Type of control did not have a significant influence on performance. Implications of these findings for the design of CAI are discussed. (17 references) (Author/BBM)

ED 348 017   IR 015 754

Relan, Anju
Motivational Strategies in Computer-Based Instruction: Some Lessons from Theories and Models of Motivation.
PUB DATE- Feb 92
NOTE- 14p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology and Sponsored by the Research and Theory Division; see IR 015 706.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Computer Assisted Instruction; *Courseware; Epistemology; *Instructional Design; Learning Strategies; *Learning Theories; Locus of Control; Models; *Motivation Techniques; Self Esteem; Social Influences; Student Attitudes; *Student Motivation

This paper proposes strategies of motivation in computer based instruction (CBI) derived from motivational foundations of cognitive, affective, and social learning theories. The assumption made here is that motivation and achievement interact in ways that warrant a "holistic" examination of strategies incorporated into CBI. Thus motivation in CBI is not solely a function of affect--it can be strengthened by cognitive and social motivational influences. In this holistic motivational framework, CBI must serve to improve learners' expectations of success, enhance feelings of self-efficacy, increase perception of control, and help learners make positive effort, ability, and strategy attributions. The role of theories and models of motivation and their relevance to CBI are explored, and ways in which computers are amenable to the incorporation of strategies of motivation are explicated. (57 references) (Author)

ED 348 018   IR 015 755

Simulation; *Computer Software Development; *Courseware; *Instructional Design; Literature Reviews; Microcomputers; Psychological Studies; Student Motivation

This paper discusses four areas in the psychology literature that have important implications for the instructional design of microcomputer-based simulations. The first one examined is cognitive structures, and the following suggestions for instructional design are offered: simulations should be appropriate for students' level of understanding; simulations should correspond to the actual systems portrayed; the simulation should contain the essential components of the entity it is simulating; the level of detail should be appropriate for the learner; and simulations should be logical and meaningful to students. Suggestions in the area of cognitive and metacognitive strategies are that the simulation should encourage strategies other than drill and practice, support knowledge construction activities, promote concern for cognitive goals, and encourage examination and employment of existing knowledge. In the third area, automaticity of cognitive processes, the following are suggested: make consistent features of the simulated task overt, make the student an active participant, ensure success, strive for stress-free conditions, and isolate automatic components. The final area is affect or motivational appeal, and clear goals, uncertain outcomes, a non-zero based scoring system, competitive situations, and stimulation of curiosity are suggested. (21 references) (MES)

ED 348 035 IR 015 772

Ullmer, Eldon J.
Learning Environments; The Technology-Cognition Connection.
PUB DATE- Feb 92
NOTE- 10p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology and Sponsored by the Research and Theory Division; see IR 015 706.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; Computer Simulation; Computer Software Development; Courseware; *Educational Technology; *Instructional Design; *Instructional Development; *Learning Processes; *Learning Theories; Literature Reviews; Man Machine Systems; Models
IDENTIFIERS- *Learning Environments

This paper considers the technological aspects of learning environment analysis in the instructional development process. Characteristics of a technology-based learning environment are discussed, and old and new models of technology and learning are examined. The connection between technology and cognition is addressed, and the importance of design of learning environments that take into account the following considerations is emphasized: (1) principles of human factors, especially human-computer interaction; (2) learner involvement strategies; (3) the situated nature of learning (i.e., the idea that knowledge is a product of context, activity, and culture, and that environments structure cognition); and (4) the problem of providing authentic learning situations. (16 references) (MES)

Databases; *Electronic Mail; Electronic Publishing; Federal Programs; *Information Retrieval; International Programs; Microcomputers; *Teleconferencing
IDENTIFIERS- *Communications Protocols; ERIC Digests; File Transfer Protocol; *Internet; Main Frame Computers; National Research and Education Network; National Science Foundation

The Internet is a worldwide network of computer networks. In the United States, the National Science Foundation Network (NSFNet) serves as the Internet "backbone" (a very high speed network that connects key regions across the country). The NSFNet will likely evolve into the National Research and Education Network (NREN) as defined in the High Performance Computing Act of 1991. For the Internet to exist, there must be connections between computers and agreements on how they are to communicate. These connections, which can consist of any of a variety of communication media or methods, are usually established within areas or regions by the particular networking organization with authority or economic interest in that area. The Transmission Control Protocol/Internet Protocol (TCP/IP) currently defines how Internet computers, from personal computers to mainframes, are to communicate. Electronic mail (e-mail) can be used by two Internet users to exchange messages with each other, distribute messages to a list of subscribers, support electronic discussions, or distribute electronic journals (e-journals). The Telnet facility for remote login enables computer users to establish connections with bibliographic databases, campus information systems of various universities, full-text databases, data files, and other online services. The File Transfer Protocol enables the user to transfer virtually any kind of file that can be stored on a computer from one Internet-connected computer to another. Tools such as Gopher, WAIS, and World Wide Web make information on the network easier to locate and use. Although the use of NSFNet has been limited to non-profit research and educational uses, dialogues have recently begun about commercialization and privatization of the its infrastructure. (10 references) (BBM)

ED 348 055   IR 054 276

Brandhorst, Ted, Ed.; And Others
ERIC Processing Manual. Rules and Guidelines for the Acquisition, Selection, and Technical Processing of Documents and Journal Articles by the Various Components of the ERIC Network.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 1,174p.; Supersedes previous edition, ED 219 082. Loose-leaf, updated continuously. For individual sections, see IR 054 277-291.
LANGUAGE- English
EDRS Price- EDRS Price - MF09/PC47 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - General (130)
DESCRIPTORS- *Abstracting; *Cataloging; Databases; Documentation; Glossaries; *Indexing; *Information Processing; Information Storage; Information Systems; Keyboarding (Data Entry; Lexicography; Library Science; *Library Technical Processes; Microreproduction; *Thesauri
IDENTIFIERS- Data Entry; *ERIC

This loose-leaf manual provides the detailed rules, guidelines, and examples to be used by the components of the Educational

Instruction; Two Year Colleges

Designed as an avenue of communication for all mathematics educators concerned with the views, ideas, and experiences pertinent to two-year college teachers and students, this journal presents articles and regular features related to mathematical and pedagogical themes. This issue includes the following articles: (1) "Fractals for Freshmen? Or, Holding Infinity in the Palm of Your Hand," by Samuel F. McInroy; (2) "Shadow Prices and the Duality Principle of Linear Programming," by Sharon Kunoff; (3) "Double-Angle Triangles, Pentagons, Paradoxes and Gold," by Bill Leonard, Jan Schwartzman, and Harris Schultz; (4) "Some Applications of Almost Geometric Infinite Series," by Coreen Mett and Susan Milton; (5) "Matrices Which Are Equal to Their Own Adjoints," by David Horowitz and Nguyen Tuan Q.; (6) "How Many Final Games to Two Consecutive Championships?" by Joseph F. Stokes; (7) "The Ohio State University Calculator and Computer Precalculus Project: The Mathematics of Tomorrow Today!" by Franklin Demana and Bert K. Waits; and (8) "Using Spreadsheets to Offer a More Realistic Business Mathematics Course," by Edward D. Laughbaum. Regular features include book and software reviews. (AAZC)

ED 348 073 JC 890 180

Santa Fe Community College Staff Development Programs, Policies and Procedures.
PUB DATE- 89
NOTE- 41p.; Report distributed at the Annual Convention of the American Association of Community and Junior Colleges (69th, Washington, DC, March 29-April 1, 1989).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Faculty; Community Colleges; Enrichment Activities; *Faculty Development; Part Time Faculty; *Personnel Evaluation; Program Descriptions; School Policy; Teacher Effectiveness; Teacher Evaluation; Two Year Colleges
IDENTIFIERS- Santa Fe Community College NM

This collection of materials describes various aspects of Santa Fe Community College's (SFCC's) faculty and staff development program. Part 1 explains the philosophy that underpins staff development at SFCC; the planning, programming, information dissemination, and evaluation phases of staff development; and the use of professional development plans (PDP's) for full- and part-time faculty to reward professional growth. Examples are provided of the 14 different types of activities that can be used for PDP credit, including credit for videotaping a class and reviewing the tape with an experienced faculty member. Part 2 provides flowcharts and an essay by the college president to illustrate the relationship between staff development and student success. Part 3 contains a description of SFCC's part-time faculty development programs, a list of the programs offered by the college in 1988-89, and a list of the activities provided as part of SFCC's Effective Teaching Program. Part 4 contains memoranda, instruction sheets, and reporting and feedback forms related to the use of classroom observations of teacher performance in the faculty evaluation process. (AYC)

ED 348 074 JC 890 314

Washington Center for the Improvement of the Quality of Undergraduate Education. Final Report to the Ford Foundation,

Community College and the Community College Leadership Program (4th, Chicago, IL, July 19-22, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrators; Annual Reports; College Credits; College Faculty; Community Colleges; *Consortia; *Females; Higher Education; *Intercollegiate Cooperation; Leadership Styles; *Leadership Training; *Minority Groups; Pamphlets; Professional Associations; Professional Development; Program Descriptions; Program Effectiveness; State Universities; Two Year Colleges
IDENTIFIERS- Iowa; *Leadership Institute for a New Century IA

The Leadership Institute for a New Century (LINC) began in 1989 as a consortium formed by Iowa State University, the Iowa Association of Community College Trustees, and the Iowa Association of Community College Presidents. The mission of LINC was to increase the diversity of upper-level administrators at community colleges through developing and enhancing the leadership styles of women and people of color. This report provides an overview of the LINC program. First, a discussion is offered of consortium members and their contributions; LINC's coordination, funding, and organization; academic credit provided for LINC participation; LINC faculty and administration; and the LINC training environment. Next, a LINC recruitment brochure is provided, which describes the institute format, LINC goals and objectives, institute activities, and special features. The program's 1991-92 annual report is then presented, including a table describing the academic program, and an outline of participant's activities and written work for the year. Next, a two-page summary of a study conducted in May 1992 to determine the effectiveness of the LINC program is provided. The summary presents findings of a survey of LINC participants, which yielded a 95.8% response rate (N=45). Finally, the report concludes with lists of national resources persons, state and local resource persons, LINC participants, and a nomination form for participation in the LINC program. (JMC)

ED 348 090 JC 920 385

American Association of Women in Community and Junior Colleges Quarterly; Vol. XVI, Nos. 1-4.
PUB DATE- 92
NOTE- 60p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - Serials (022)
DESCRIPTORS- Community Colleges; *Employed Women; *Equal Opportunities (Jobs); Feminism; National Organizations; Newsletters; *Professional Associations; *Sex Bias; Sex Discrimination; Two Year Colleges; *Women Administrators; *Women Faculty

The American Association of Women in Community and Junior Colleges (AAWCJC), an affiliated council of the American Association of Community and Junior Colleges (AACJC), produces the "Quarterly" to disseminate information pertinent to the AAWCJC membership and to provide a forum for the discussion of current issues and events. Each issue of the "Quarterly" provides news from AAWCJC member regions, book reviews, by certified counselors at the Advising and Counseling Center in conjunction with faculty and staff of the developmental studies department. In addition, all teaching faculty serve as student advisors. During the past 5 years, a number of factors have placed increased demands on the college's counseling and advising services, including increased enrollment; an insufficient number of counselors; a lack of knowledge of or interest in advising among teaching faculty; improved academic placement testing procedures; and the advent of the Texas Academic Skills Program (TASP), a state-mandated reading, writing, and mathematics test which students must pass in order to move from remedial to college courses. In fall 1991, in an effort to improve the delivery of student advisement services, AC initiated the Advising Connection, a faculty advisor training program. Faculty volunteers attend a 4-hour (or 3-hour intensive) training session which includes lectures, question-and-answer periods, and computer workshops on using student data files. A brief training review is conducted prior to student registration. Participants in the program are trained to interpret students' scores on placement tests and the TASP test, to advise students into proper remediation or academic classes based on these scores, and to advise various special student populations. Program outcomes have included better student advisement, improved relations among faculty members, and increased understanding of the registration process among faculty. (PAA)

ED 348 107 JC 920 403

Needham, Robbie Lee; And Others
Process Improvement Teams: A TQM Strategy for Improving Community College Systems.
PUB DATE- 21 Jul 92
NOTE- 18p.; Paper presented at "Leadership 2000," the Annual International Conference of the League for Innovation in the Community College and the Community College Leadership Program (4th, Chicago, IL, July 19-22, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrative Organization; Classroom Techniques; *College Administration; College Faculty; College Planning; Community Colleges; *Management Systems; Mission Statements; Problem Solving; *Program Implementation; *Program Improvement; *Systems Analysis; Two Year Colleges
IDENTIFIERS- DACUM Process; Delaware County Community College PA; Fox Valley Technical College WI; *Total Quality Management

The three principle elements of Total Quality Management (TQM) are a focus on customers; an attitude of continuous improvement of a system; and the involvement of everyone within an organization. At Delaware County Community College (DCCC) in Media, Pennsylvania, the first phase of implementing TQM focused on educating top management for the infusion of TQM throughout the college. Subsequently, each of the functional units at DCCC was asked to develop a mission statement for its area, and to identify its customers, suppliers, processes, and products. The process improvement team for the career and counseling center developed its mission statement, identified customers, and identified key processes. For each key process identified, the TQM improvement sequence of Plan, Do, Check, Act (PDCA) was applied, helping to condense and streamline the system to improve customer satisfaction. Problem areas of the

DESCRIPTORS- *Architectural Education; College Transfer Students; Community Colleges; Educational Attainment; Education Work Relationship; Followup Studies; Graduate Surveys; Job Skills; *Outcomes of Education; *Participant Satisfaction; Program Effectiveness; Program Evaluation; Questionnaires; Relevance (Education); Technical Education; Two Year Colleges; Two Year College Students; Vocational Followup
IDENTIFIERS- *Architectural Technology; William Rainey Harper College IL

In fall 1991, a follow-up study was conducted of the former Architectural Technology students at William Rainey Harper College (WRHC), in Palatine, Illinois, as a partial evaluation of the effectiveness and need for the program. Surveys were mailed to 91 former WRHC students who had left the college between 1981 and 1990 after passing at least four architectural technology courses. Survey findings, based on a 68% response rate (n=62), included the following: (1) 67.7% of respondents were employed full-time, with 62% of those employed in fields related to Architectural Technology; (2) 53% of those employed full-time worked within the WRHC district, and an additional 26% worked in the surrounding suburbs; (3) the mean salary for full-time employees was $26,500; (4) Architectural Technology students had more difficulty transferring than other career alumni, with 61% versus 74% of courses successfully transferring; (5) respondents rated WRHC's math, psychology, and specific architectural technology courses as most beneficial to them; and (6) 41% of respondents had not taken any additional college courses since leaving WRHC, 41% had taken additional courses without having attained a bachelor's degree as yet, and 15% had attained a bachelor's degree. Detailed results and the survey instrument are included. (MAB)

ED 348 124 JC 920 428

Bender, Virginia; And Others
Follow-Up Study of Former Computer Information Systems Students, 1986-1990. Volume XX, No. 6.
PUB DATE- 1 Jun 92
NOTE- 28p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Numerical/Quantitative Data (110)
DESCRIPTORS- *College Graduates; Community Colleges; *Computer Science Education; *Data Processing Occupations; Educational Attainment; *Education Work Relationship; Followup Studies; Graduate Surveys; Job Skills; *Outcomes of Education; *Participant Satisfaction; Program Effectiveness; Program Evaluation; Questionnaires; Relevance (Education); Student Educational Objectives; Two Year Colleges; Two Year College Students; Vocational Followup
IDENTIFIERS- William Rainey Harper College IL

In fall 1991, a follow-up study was conducted of former Computer Information System (CIS) program students at William Rainey Harper College (WRHC), in Palatine, Illinois, in an effort to evaluate and provide future direction for the program. All students who had taken four or more CIS courses between summer 1986 and spring 1990, but were not enrolled by fall 1991 were mailed surveys. Study findings, based on a 73% response rate (n=227), included the following: (1) while attending WRHC, 35% of respondents had worked full-time, and 9% had worked part-time in the CIS field, while 17% had not been employed; (2) upon leaving WRHC, 44% remained with the same employer, 17%

colleagues). The present document analyzes the responses. Respondents indicated strong overall support for the proposed assessment system. Components of the proposal that received particular praise were those that involve the use of a multidimensional approach, multiple data sources, and national sampling; data collection at various times in the school year; development of new assessment instruments; and creation of a national body to oversee the assessment. Respondents raised three concerns: (1) Assessment must not divert resources from programs; (2) Assessment reports should not be separated from contextual information about children's educational experiences; and (3) Inappropriate tracking of children should be prevented. Respondents made recommendations concerning the determination of readiness standards; equitable assessment of children; sampling procedures; and refinements of methodology. Respondents' comments are interspersed throughout the document. Appended materials include lists of members of the Goal 1 Resource Group and Technical Planning Subgroup and organizations whose members submitted responses to the report. (BC)

ED 348 142 PS 020 595

Cuevas, Phyllis; And Others
Early Literacy Project: Tutoring and Parent Training in a Head Start Center.
PUB DATE- Mar 92
NOTE- 10p.; Paper presented at the Annual Conference of the Southern Association on Children Under Six (43rd, Tulsa, OK, March 23-28, 1992). Program supported by a grant from the U.S. Department of Education.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Development; *College Students; Higher Education; High Risk Students; Interpersonal Competence; Language Skills; *Literacy; *Parent Education; Parents as Teachers; *Preschool Children; Preschool Education; *Program Descriptions; Psychomotor Skills; *Tutoring
IDENTIFIERS- McNeese State University LA; Project Head Start; *Student Literacy Corps LA

A Student Literacy Corps was established in 1991 at McNeese State University in Lake Charles, Louisiana. The corps provides intervention for at-risk Head Start students in a program designed to enrich literacy skills. The Student Literacy Corps has two components: (1) a tutoring program in which college students tutor 4-year-old Head Start children; and (2) a program to train parents to provide home experiences that reinforce what their children have learned in the tutoring program. The lessons in the tutoring program focus on the development of gross and fine motor skills, social skills, and language skills, and on activities that foster cognitive development. College professors provide parents with monthly training. Parents are given materials such as books, games, puzzles, and chalkboards to use with their children at home. A planned program evaluation will measure Head Start children's skill growth and assess the attitudes of the tutors, parents, and Head Start teachers involved in the program. Data from the evaluation will be used to compile a record of college student participation in the program. (BC)

ED 348 143 PS 020 624

This paper recounts the history of nongraded elementary schools. After the American Civil War, there arose an uncoordinated effort to question graded practices. By the end of the 19th century, schools which sought to be more sensitive to differences in children's learning styles were established. Notable among these schools was Dewey's Laboratory School (1893-1903). In the 20th century, Stoddard's Dual Progress Plan proposed that students spend half the school day in a homeroom and half the day studying elective subjects under specialist teachers. In Germany around 1923, Petersen established a school that featured heterogeneous age groupings. Petersen's ideas influenced the establishment of nongraded schools in Wisconsin. Other European influences on the American nongraded school movement included Montessori's schools and the British Infant and Primary School system. Since the mid-1940s, public education in America has been in disequilibrium. The implementation of nongraded programs has been facilitated by the practices of multi-age grouping and team teaching, and hindered by a number of factors, the most important of which is the lack of true professional status for the teaching profession. Appended materials include a glossary, a 15-item reference list, and an excerpt from an 1867 book on graded schools. (BC)

ED 348 162 PS 020 728

Brickman, Nancy Altman, Ed.; Taylor, Lynn Spencer, Ed.
Supporting Young Learners: Ideas for Preschool and Day Care Providers.
PUB DATE- 91
NOTE- 309p.; A collection of articles from "Extensions," the newsletter of the High/Scope Curriculum.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Development; *Curriculum Development; Day Care; Early Childhood Education; *Educational Environment; Kindergarten; Mathematics Instruction; *Parent Participation; Physical Activities; Preschool Education; Student Evaluation; *Teacher Student Relationship; Team Teaching; Writing Instruction
IDENTIFIERS- *Active Learning; *Daily Routines; Developmentally Appropriate Programs

The High/Scope Curriculum is a developmentally based approach to early childhood education. The curriculum's "Extensions" newsletter, in which the articles in this collection first appeared, informs curriculum users about new developments relating to the High/Scope "open framework" curriculum. The articles are presented in seven chapters. Chapter 1, "Supporting Active Learning," includes articles on the topics of active learning; social development; adult responsiveness to children; the process of helping children manage themselves; methods for dealing with difficult children; multicultural education; and special needs children. Articles in Chapter 2, "Key Experiences for Child Development," discuss ways to support preschoolers' strengths; communication between children and teachers; children's writing; math learning; experiences with movement; and music. Chapter 3, "The Daily Routine," educational delivery to at-risk U.S. Mexican and Native American elementary school children in grades three through six. Hollinger, C.E. Rose, and Lawrence Elementary schools (Arizona) were the at-risk sites chosen for the study. Eleven teachers from the three schools participated in weekly training sessions in basic ethnographic and anthropological methodology at the University of Arizona. Field work experience involved the selection of 3 target households by each teacher for a total of 97 household observations. Field notes followed a prepared questionnaire that emphasized the household's labor history and "funds of knowledge". "Funds of knowledge" are the array of skills, survival strategies, and home practices that may be utilized by the classroom teacher to appropriately contextualize mathematics, comprehension, and composition lessons. From this information learning modules were constructed and successfully taught to the students. Teachers attributed their successful participation within the households as a result of their anthropological training. Complete descriptions of project implementation and the approach used in accessing the Yaqui Community are included. Attachments include the project proposal and the project evaluation questionnaire. (LP)

ED 348 181 RC 018 721

Shimahara, Nobuo K.; Condon, Eliane
Seasonal Life: Farmworkers, Children, and Socialization.
PUB DATE- 83
NOTE- 275p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agricultural Laborers; Educational Attitudes; Elementary Secondary Education; Ethnography; Family School Relationship; *Migrant Children; Migrant Education; Migrant Problems; *Migrant Workers; *Quality of Life; *Seasonal Laborers; *Social Environment

This monograph is the result of an ethnographic study, conducted between 1981 and 1982, to explore the social conditions under which migrant and seasonal farm workers and their families lived and their children were socialized. The study was conducted in a large agricultural county in New Jersey. At the time of the study, the county had slightly more than 600 farms, involving 400 full-time and 240 part-time operators. These farms employed approximately 10,000 farm workers each year, including both seasonal and migrant farm workers. Among the migrants, single Puerto Rican men constituted the largest proportion. Other major migrant groups included Mexicans, Blacks, and Filipinos. The first chapter presents several biographical profiles of farm workers, describing their lives in considerable detail. These biographies reflect the events, social conditions, and problems farm workers confronted. The second chapter looks at the prominent characteristics of migrant and seasonal life, described as "situation-centered" as a result of insecure and unpredictable living conditions. The third chapter focuses on the socialization that farm workers' children underwent with regard for their social and physical environments and parents' attitudes toward schooling. The fourth chapter discusses the experiences of migrant children, difficulties resulted from mobile life conditions, lack of cultural capital, communication barriers, and the attempts made by educators to meet the special learning needs of this population. The fifth chapter offers concluding remarks and explores an alternative perspective and framework for migrant

ERIC Digests

This digest contrasts the traditional view of learning characteristic of classroom instruction with the emerging "constructivist" view that emphasizes the understanding of how and why students learn. The latter takes learning as a knowledge construction process that closely relates to prior knowledge and the learning context. It lends itself to outdoor education in helping students develop the skills and dispositions of thinking. Cognitive and social psychology research findings support the practice of outdoor education. Outdoor educators are uniquely qualified to apply these findings to their practice, as outdoor education provides a meaningful context in which students are directly involved in knowledge construction. Outdoor educators should review and sample the many programs available to teach thinking skills in order to discover appropriate theoretical bases for their students, the settings in which they teach, and for their own teaching styles. If the emerging literature on thinking is correct about learning, teachers will eventually use what they learn to construct their own instructional models and routines. Sample applications to outdoor inquiry include meeting experts on the job, thinking aloud together, forming concepts from experience, examining natural and cultural objects, using outdoor social groups, and generating interesting questions. (LP)

ED 348 199 RC 018 907

Pavel, D. Michael
The Emerging Role of Tribal College Libraries in Indian Education. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *American Indian Education; American Indians; *College Libraries; Community Colleges; Community Resources; *Developing Institutions; Elementary Secondary Education; Higher Education; *Institutional Cooperation; Library Development; *Library Role; Tribes
IDENTIFIERS- ERIC Digests; *Tribally Controlled Schools

Two recent studies clarify the growing importance of tribal college libraries in the overall tribal effort to educate Indian people. Cheryl Duran (1991) applied Flamholtz's organizational development model to the role of libraries in the development of tribal colleges. During the new venture, expansion, professional, and consolidation stages, respectively, tribal college libraries determine the information needs of the college and community, develop basic library resources and capabilities, satisfy standards for accreditation and acceptance within the larger educational community, and forge working relationships among themselves and other non-Indian institutions. Cheryl Metoyer-Duran (1992) interviewed tribal college presidents about the expanding role of tribal college libraries in Indian communities. Tribal college presidents reported that the activities of these libraries are related to the preservation of tribal culture, tribal economic development efforts, and developing information resources and providing services for local elementary and secondary schools and the community. Libraries are an important education students and teachers, current teacher-pupil ratios, the number of out-of-field teachers, vacant positions, the demographic characteristics of special education teachers, and the number of persons graduating from teacher training programs. Among conclusions are that though the number of special education students has increased by 3.3 percent over the last 5 years, the number of teachers has declined by 0.4 percent; that about 11 percent of all special education teachers are currently teaching under out-of-field penalty waivers; and that most of the need is concentrated in rural districts. (DB)

ED 347 757 EC 301 373

Fenichel, Emily, Ed.
Failure To Thrive.
PUB DATE- Jun 92
NOTE- 45p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Child Rearing; Dietetics; *Disabilities; *Early Intervention; *Eating Habits; *Failure to Thrive; Family Programs; Infants; *Nutrition; Parent Child Relationship; Physical Health; Toddlers
IDENTIFIERS- *Feeding Problems

This newsletter issue contains 10 articles focusing on failture to thrive and the feeding of infants and toddlers with disabilities. Articles have the following titles and authors: "The Feeding Relationship" (Ellyn Satter); "Cultural Dimensions of Feeding Relationships" (Carol Brunson Phillips and Renatta M. Cooper); "Eating Well While Reading Well: Communicating Useful Nutrition Information" (Marjorie Scharf and Laurie Miller); "A Feeding Problem" (Sally Provence); "Pediatric Nutrition Practice Group: Promoting Child Health Through Optimal Nutritional Care" (Susan Krug-Wispe); "Should the Field of Early Child and Family Intervention Address Failure to Thrive?" (Peter Dawson); "Communication Strategies for Working with Parents of Infants Who Fail To Thrive" (Lynne Sturm and Dennis Drotar); "Early Start: Nutrition Services in Early Intervention in Massachusetts" (Cynthia Taft Bayerl and Jacque D. Ries); "Working Together for Breastfeeding Success" (Vergie Hughes); and "The 'Nursing-Working Dilemma': How Health professionals Can Make a Difference." Reviews of 11 related publications are also included. (DB)

ED 347 758 EC 301 375

The Role of Ethnicity in Special Education Identification and Educational Setting Placement in Illinois. Data Imprints.
PUB DATE- May 91
NOTE- 62p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Alaska Natives; American Indians; Asian Americans; *Black Students; *Disabilities; Elementary Secondary Education; *Ethnic Groups; *Ethnicity; Handicap Identification; Hispanic Americans; *Incidence; Language Handicaps; Learning Disabilities; School District Size; Speech Handicaps; *Student Placement
IDENTIFIERS- *Illinois

This report provides, in textual and tabular forms, information

Disabilities; *Mental Retardation; Program Development; *Transitional Programs; Vocational Education; Vocational Evaluation
IDENTIFIERS- California; *Individualized Transition Plans

This manual is designed to help educators who serve students with learning handicaps to provide transition assistance for their students graduating or leaving the school system. Definitions and procedures adopted by the state of California are used as the basis for the manual. The manual describes the role of special education, the role of parents and students, the role of the transition specialist, and the role of agencies. The process of transition is described as an activity spanning 2 to 4 years or more and proceeding in stages that include focusing on awarenss and assessment, exploration and preparation, the start of transition, and final transition activities and placement. Figures include a parent/guardian transition questionnaire, a transition checklist, a form for an individual transition plan, an action plan, and a transition follow up questionnaire. A case study of a student with a learning handicap is used to illustrate use of the process and the forms. An appendix provides a vocational assessment profile and guidelines for interviews with students, parents, and teachers. (JDD)

ED 347 778 EC 301 396

Common Core of Knowledge and Skills Essential for All Beginning Special Education Teachers. Final Report. Submitted to the Council for Exceptional Children Professional Standards and Practices Committee by the Subcommittee on Knowledge and Skills.
PUB DATE- 18 Mar 92
NOTE- 88p.; The document contains small print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Beginning Teachers; Classroom Techniques; Communication Skills; *Disabilities; Educational Philosophy; Elementary Secondary Education; Ethics; Gifted; National Surveys; *Special Education Teachers; *Standards; Student Characteristics; Student Evaluation; Teaching Methods; *Teaching Skills

Through literature reviews, discussions, and a survey of members of the Council for Exceptional Children, a common core of knowledge and skills essential for entry-level special education teachers was developed, composed of 107 statements in 8 categories. The categories include: (1) philosophical, historical, and legal foundations of special education; (2) characteristics of learners; (3) assessment, diagnosis, and evaluation; (4) instructional content and practice; (5) planning and managing the teaching and learning environment; (6) managing student behavior and social interaction skills; (7) communication and collaborative partnerships; and (8) professionalism and ethical practices. Appendixes provide an overview of the process of developing and conducting the survey and analyzing responses; a summary of frequencies of responses to survey statements; and a summary listing of responder comments by survey statement. (JDD)

ED 347 779 EC 301 421

Implementation of the Individuals with Disabilities Education Act. Fourteenth Annual Report to Congress.
PUB DATE- 92

Issues, Attitudes, Case Studies; see FL 019 461.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *English (Second Language); Foreign Countries; Interlanguage; *Language Standardization; *Language Variation; Second Language Instruction; *Written Language
IDENTIFIERS- *Malaysia

Standard English has long been the unquestioned choice of a model for all language instruction, whether in native or non-native speaker countries. Fanned by the recent interest in new varieties of English, especially those in the Third World, there have been increasing claims that it is best in such English-as-a-Second-Language countries to set up the local variety of English as the target model for those learning the language. This paper focuses on the situation in Malaysia, and examines whether the local variety of English, Malaysian English, can be a viable educational target for teaching English in Malaysia. The paper confines the discussion to written English, to the exclusion of pronunciation and accent, because the answers to questions of models are not necessarily similar for both speech and writing. (JL)

ED 347 801 FL 019 471

Pakir, Anne
The Status of English and the Question of "Standard" in Singapore: A Sociolinguistic Perspective.
PUB DATE- 91
NOTE- 23p.; In: Tickoo, Makhan L., Ed. Languages & Standards: Issues, Attitudes, Case Studies; see FL 019 461.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Bilingualism; *English (Second Language); Foreign Countries; *Language Standardization; *Language Variation; Standard Spoken Usage
IDENTIFIERS- *Singapore

This paper focuses on the two following questions: (1) What is the status and significance of English in a pluralistic and meritocratic society such as Singapore, in which four co-official languages are recognized (Malay, Mandarin, Tamil, and English) but only one opens the gates to career advancement and economic achievement; and (2) What are the problems in considering the question of standard English? It is concluded that although Singapore will not become a monolingual community with everyone speaking English, the special circumstances regarding the relationship of English and its speakers in the island city-state republic will ensure the emergence of "English-knowing bilingualism." The concomitant emergence of several varieities of Singapore English will be a natural development with the educated variety (Standard Singapore English)--being not much different from other identified standards in both spoken and written forms--prevailing as an International Standard English. (JL)

ED 347 802 FL 019 472

Tickoo, Makhan L.
Stakeholders and Standards: Englishes for Tomorrow's India.
PUB DATE- 91
NOTE- 23p.; In: Tickoo, Makhan L., Ed. Languages & Standards: Issues, Attitudes, Case Studies; see FL 019 461.
LANGUAGE- English

this paper delineates various strands of contextual input that constitute the design of a language program. Philosophical, sociocultural, and psychological aspects are included. Amplified objectives are discussed in the context of domain-referenced language testing and program evaluation that incorporates the objectives into each phase of program evaluation (context, input, process, product, and overall evaluation). It is noted that by incorporating the context and content of language along with the skills, test techniques, stimulus forms and response mode, amplified objectives provide strong guidelines for developing and evaluating a language program. An example of amplified objectives for an English course in Mathayomsuksa VI (Grade 12) in Thailand is included. Contains 11 references. (LB)

ED 347 826 FL 020 454

Byrd, Patricia; And Others
Exemplification and the Example.
PUB DATE- 92
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Applied Linguistics; *English (Second Language); *Instructional Materials; Language Research; *Second Language Learning; Teaching Methods
IDENTIFIERS- *Examples

In an examination of effective presentation and practice of English-as-a-Second Language (ESL) instruction, this paper focuses on the ways that teachers can use examples as instructional techniques. The purpose of the paper is to clarify both the process of exemplification and its agent, examples, as they are used in ESL teaching and especially as they appear in published teaching materials. The following questions are addressed: (1) What is exemplification and what is an example? (2) How are examples used in professionally published ESL/English as a Foreign Language teaching materials? (3) How do ESL students use examples from their textbooks and in their language learning? and (4) What is a good example? It is concluded that while good examples are powerful tools for language teachers and language learners, the complexity of effective exemplification means that most teachers and materials writers will need much time and practice to learn to create good examples. Further thought must be given to how ESL teachers can best use examples, how language learners use examples as part of their battery of learning skills, and how the process of exemplification can be used as a basic strategy both in communication and in second language acquisition. Contains 24 references. (LB)

ED 347 827 FL 020 491

Francais langue seconde, 1-6 programme (French as a Second Language, 1-6 Program). Interim Edition.
PUB DATE- 89
NOTE- 459p.
LANGUAGE- French; English
EDRS Price- EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum; *Educational Objectives; Elementary Education; Foreign Countries; *French; *Language Skills; Program Development; Second Language Instruction; *Second

Business and the Professions (11th, Ypsilanti, MI, March 25-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Business Communication; Career Planning; Employer Attitudes; Employment Opportunities; Higher Education; *International Communication; *Japanese; *Job Skills; *Language Skills; *Second Language Learning; Student Attitudes; Teacher Attitudes; Uncommonly Taught Languages

A study is reported that aimed to: (1) assess perceived needs of Japanese language by students and business faculty; (2) assess Japanese language needs of business professionals who work with Japan; (3) determine what language abilities and levels of proficiency are desired; and (4) identify perceived problem areas and ways that they are handled by business professionals. The study was conducted at the University of Texas at Austin, where approximately 3 percent of the first-year Japanese students are in liberal arts fields and the rest are majoring in business, technical, and other fields. Data were gathered by a questionnaire survey from 162 subjects categorized as Japanese language students, university faculty in the business field, and Texas business professionals. A majority (70 percent) of the business professionals interviewed speak Japanese, and most of them had lived in Japan for several years. The results of the study show that business professionals, students, and faculty support the notion that students preparing for a career including international activity should include language study as part of their preparation. Other observations are that the need is not being well met by current course offerings, that interdisciplinary programming is necessary to teach "real world" experiences, that most Japanese faculty lack real world experience, and that Japanese study does not yet enhance job prospects since the primary hiring criteria continue to be skill and experience. Contains 11 references. (LB)

ED 347 847 FL 020 548

Varricchio, Andrea
Electronic Mail in a Spanish Language Business Course.
PUB DATE- 28 Mar 92
NOTE- 8p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (11th, Ypsilanti, MI, March 25-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Business Communication; Business Correspondence; Class Activities; Communication Skills; *Computer Assisted Instruction; Course Descriptions; *Electronic Mail; Higher Education; *International Communication; Second Language Learning; Skill Development; *Spanish; *Writing Skills
IDENTIFIERS- West Chester University of Pennsylvania

A course in Commercial Spanish at West Chester University in Pennsylvania is described that incorporates computer networking and a writing emphasis. Students use word processing and electronic mail to facilitate writing assignments, with the E-Mail function managed through the university's computing center. The 20 students in the class included native speakers, graduating Spanish majors, and students with only three or four

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Accountability; *Educational Finance; Educational Legislation; *Educational Opportunities; Federal Aid; Federal Government; Federal State Relationship; *Governance; Government Role; *Government School Relationship; *Higher Education; Institutional Autonomy; Politics of Education; *Public Policy; Retrenchment; State Aid

This book presents essays inspired by an October, 1988, conference on recent changes in the relationship between public policy and higher education. The essays appear in five sections, the first of which, titled "Looking Backward: The Historical Context of Public Policy and Higher Education," serves as a retrospective and prospective examination of the relationship between public policy and the higher education sector. The section contains three papers, by Francis Keppel, David Breneman and Maxine Greene, respectively. Section II, "The Tenuous Connection: Public Policy and Higher Education Quality," addresses recent increases in federal and state funding of higher education and the attendant quality and accountability issues. Contributors to this section are Gordon Davies, Amy Gutmann, and Denis Doyle. Section III, "The Goal of Diversity in Higher Education," explores the link between education and opportunity with contributions from Robert Zemsky, Reginald Wilson, Alan Ginsburg, and Maureen McLaughlin. Section IV, called "Budgetary Efficiency: The Federal and State Commitment in the Face of Severe Federal Budget Deficits" examines trends and conflicts related to recent cutbacks and looks at strategies for improving efficiency. Authors of the three papers in this section are Arthur Hauptman, Terry Hartle, and Walter McMahon. Section V, "Conclusion: Coping With the uneasy Triangle-The Tradeoff Continues," contains two final papers by Lawrence Gladieux and William Byron respectively. The text includes tables and charts. References follow some papers, and an index is provided. (JB)

ED 347 868 HE 024 917

Hammond, P. Brett, Ed.; Morgan, Harriet P., Ed.
Ending Mandatory Retirement for Tenured Faculty: The Consequences for Higher Education.
SPONS. AGENCY- Equal Employment Opportunity Commission, Washington, D.C.
PUB DATE- 91
NOTE- 166p.; Prepared by the Committee on Mandatory Retirement in Higher Education.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Age Discrimination; *Aging in Academia; *College Faculty; Federal Legislation; Health Care Costs; Higher Education; Incentives; Inflation (Economics); Job Performance; Policy Formation; Research; *Retirement Benefits; *Teacher Retirement; Tenured Faculty
IDENTIFIERS- *Mandatory Retirement

This report discusses whether the special circumstances of tenured faculty in higher education justify a continued exception to the national policy prohibiting age discrimination in employment, and examines a number of practical steps that are available or could be made available to address the problems raised by the elimination of mandatory retirement. Among the topics discussed are: the effects of uncapping on faculty retirement; faculty performance and institutional

PUB TYPE- Historical Materials (060)
DESCRIPTORS- *Black Colleges; Black History; Black Students; *Educational History; Higher Education; Racial Bias; Racial Segregation; School Desegregation; State Colleges; State Legislation; State Universities; Whites
IDENTIFIERS- *African Americans; Bowie State College MD; Coppin State College MD; *Maryland; Morgan State University MD; University of Maryland Eastern Shore

This paper presents a history of four historically Black colleges in Maryland: Bowie State University, Coppin State College, Morgan State University, and the University of Maryland, Eastern Shore. The history begins with a section on the education of Blacks before 1800, a period in which there is little evidence of formal education for African Americans despite the presence of relatively large numbers of free Blacks throughout the state. A section on the education of Blacks from 1800 to 1900 describes the first formal education of Blacks, the founding of the first Black Catholic order of nuns, and the beginning of higher education in the state after the Civil War. There follow sections on each of the four historically Black institutions in Maryland covering the founding and development of each, and their responses to social changes in the 1950s and 1960s. A further chapter describes the development and manipulation of the Out of State Scholarship Fund which was established to fund Black students who wished to attend out of state institutions for courses offered at the College Park, Maryland campus and other White campuses from which they were barred. Included are a timeline of important events in higher education for Blacks in Maryland and 35 references. (JB)

ED 347 888 HE 025 651

Freeman, C. Elaine
Missouri and Oklahoma: A Comparative Study of State Higher Education Policy and Political Culture.
PUB DATE- Apr 92
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Cultural Influences; *Educational Policy; *Higher Education; *Policy Formation; Politics of Education; State Action; State Agencies; State Colleges; State Departments of Education; *State Government; State History; State Legislation; State Programs; State Universities; *Statewide Planning
IDENTIFIERS- *Missouri; *Oklahoma

This paper summarizes the findings of a case study designed to determine if differences exist in the higher education planning and policy making process in Missouri and Oklahoma. A background and perspective section develops the definitions of key concepts relying on definitions from the work of Daniel Elazar. A section describing the study itself details the use of the qualitative, multiple embedded, case study method; and describes the sources of data which included interview, observation, and the examination of documents and artifacts. Two sections follow, each presenting extensive description of either the Missouri or Oklahoma situation. A comparison section contains a synopsis of Elazar's political subcultures and a summary of the analysis of the higher education case findings

ED 347 907 HE 025 670

Prestel, David K.
The Integration of Business-Related Materials into the Undergraduate Russian Program.
PUB DATE- 26 Mar 92
NOTE- 16p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (11th, Ypsilanti, MI, March 25-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advertising; *Business Administration Education; Case Studies; *Course Content; *Cross Cultural Training; *Cultural Awareness; Higher Education; *Integrated Curriculum; Postsecondary Education; *Russian; Second Language Learning; Student Attitudes; Undergraduate Study; Videotape Recordings
IDENTIFIERS- *Michigan State University; Russia

This paper examines the integration of Business Russian into the Russian curriculum at Michigan State University (MSU) and the creation of a capstone sequence of Business Russian courses at the advanced level. The establishment of the basic goals of the school's business language instruction and the needs of the students are discussed. The paper also examines how the program was introduced into each lesson of first-year Russian courses and the responses to a survey of MSU business language student attitudes concerning the course. Each year of the Russian course is detailed in terms of how the program is integrated into them, including the development of cross-cultural sensitivity, the use of case reviews and advertisements of products, videos and television presentations, and the use of authentic materials. Additionally, ways are discussed of improving cultural awareness and sensitivity that help reduce stereotyping. Finally, methods used in advanced courses are described. It is noted that the course described in this paper permits the creation of a Business Russian course on the advanced level which will examine topics in the areas of Russian business and economics in a relatively sophisticated manner without having to compensate for inadequate linguistic and cultural preparation on the part of students. (23 reference notes) (GLR)

ED 347 908 HE 025 671

O'Rourke, James S., IV
Teaching Intercultural Business Communication: A Multi-Disciplinary Approach to Seeing the World through the Eyes of Others.
PUB DATE- 26 Mar 92
NOTE- 23p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (11th, Ypsilanti, MI, March 25-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - General (050),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Business Administration Education; Communication Skills; *Course Content; Cultural Awareness; Graduate Study; Higher Education; *Intercultural Communication; International

Learning Project" (Katie Dustin); "Academic Advising: The Key in NMSU's Residential Colleges" (Chris Gregory); "Special Topic Group: Training Student Staff" (Kristie DiGregorio); "An Evaluation Model For Residential Colleges," (Martin Nemko); "The College in Context" (Kristie DiGregorio, Mary Macmanus Ramsbottom); "The Present and Future of Residential Colleges" (Martin Nemko); and "How I Came To Believe in Red Wing" (Frank Burnet). (GLR)

ED 347 926 HE 025 689

Age Group and Sex of Students, Fall 1991.
PUB DATE- Jul 92
NOTE- 653p.; For the 1990 report, see ED 331 415.
LANGUAGE- English
EDRS Price- EDRS Price - MF03/PC27 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Age Groups; *Enrollment; *Full Time Students; Graduate Study; Higher Education; *Part Time Students; School Demography; School Statistics; *Sex Differences; *State Universities; Undergraduate Study
IDENTIFIERS- *State University of New York

This report provides statistical tables on the age group and sex of full-time and part-time graduate and undergraduate students in the State University of New York (SUNY) system for fall 1991. Part I contains data for the entire system including headcount tables with corresponding percent distribution arrays. Part II displays headcount and percentage arrays of students by age group for each institution and institution type. Part III summarizes historical trend data on all students from fall 1985 through fall 1991. The trend reports are grouped into sections by level (undergraduate/graduate). Each level has both headcount and percentage distributions for total, full-time, and part-time students. Part IV displays age and sex trends by level and load indexed to fall 1985. Part V displays change and percent of change in the age and sex trends by student level and load from fall 1985. Finally, part VI of the report contains a map locating the institutions of the State University, Chronology of Dates of Establishment of Institutions of SUNY, and a list of publications from the Central Staff Office of Institutional Research. (GLR)

ED 347 927 HE 025 690

Student Profiles 1991. The Second in a Series of Annual Factbooks about Student Participation in California Higher Education.
PUB DATE- Mar 92
NOTE- 207p.; For the 1990 profiles, see ED 329 200.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Freshmen; *College Students; Community Colleges; Degrees (Academic); Demography; *Educational Trends; *Enrollment Trends; Ethnic Groups; Higher Education; High School Graduates; High Schools; Outcomes of Education; Postsecondary Education; State Surveys; Statistical Data; *Student Characteristics; *Transfer Students; Trend Analysis
IDENTIFIERS- *California

This factbook presents tabular data on first-time freshmen and transfer students in postsecondary education in California. The report presents data on students in six categories. The first section provides information about all of California's college and university students. The second section contains information about the proportional representation of

Student Needs; Tuition; Undergraduate Study; Universities; Work Study Programs
IDENTIFIERS- Athletic Scholarships

This book is designed to help students and their families plan for and meet college costs. Organized into three main sections the first, "Paying for College," contains 10 chapters as follows: (1) "What Does College Cost?"; (2) "How Much Will Youth Be Expected To Pay?"; (3) "How To Make Time Work for You"; (4) "Making the Most of Your Own Resources"; (5) "How Financial Aid Can Help"; (6) "Applying for Financial Aid"; (7) "Borrowing for Education"; (8) "Pulling it All Together"; (9) "Long Range Planning: A Special Message to Parents"; (10) "Tables, Sample Cases, and Worksheets"; and "Glossary." The tenth chapter provides tables for three sample students from different family and financial backgrounds as they plan to meet college costs. Part II, "College Costs and Financial Aid," lists the average student expenses at 3,000 colleges and univesities for the 1992-93 academic year as well as sources of information about state grant programs and the Stafford Loan. Part III, "College Indexes," lists institutions by type of scholarships and other assistance programs offered, specifically, college scholarships (academic, music or drama, art), athletic scholarships (30 sport categories), and tuition or fee waivers and special payment plans. A final section provides an alphabetical list of colleges. (JB)

ED 347 947   HE 025 711

Index of Majors and Graduate Degrees, 1993.
PUB DATE- 92
NOTE- 692p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Acceleration (Education); Associate Degrees; Bachelors Degrees; *College Programs; Colleges; *Degrees (Academic); Doctoral Degrees; Higher Education; *Majors (Students); Masters Degrees; Professional Education; Special Degree Programs; Universities

This index of programs of study and graduate degrees is designed to help students find out which colleges offer the fields of study that interest them. In addition, it includes lists of colleges that offer special academic programs. The index lists nearly 600 majors, each listed alphabetically, and the colleges and graduate schools that offer a major in that field are listed state by state. The information is based on program and curriculum information supplied by approximately 2,900 institutions in the College Board's Annual Survey of Colleges, 1992-93. Institutions that meet the Department of Education criteria, and which are nationally accredited or state approved are included as well as colleges with preaccreditation status. A preliminary section includes an introduction, a glossary of special programs and a list of major fields of study by discipline. The central listing and bulk of the document which follows consists of the listing of major fields and institutions that offer degrees in each field. The following section lists special academic programs and the institutions that offer them. Finally, an index of colleges and an alphabetic index of major field of study are included. (JB)

ED 347 948   HE 025 712

Gernand, Renee, Ed.

SPONS. AGENCY- Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.
PUB DATE- 31 Jan 89
NOTE- 108p.; Computer printout which comprises the appendix not received by ERIC. For related reports, see IR 014 239-241.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer System Design; *Expert Systems; *Instructional Design; Instructional Development; Instructional Systems; Man Machine Systems; Material Development; Microcomputers; Military Training; Minicomputers; Models
IDENTIFIERS- HyperCard; *ID Expert; Nexpert

Instructional Design Expert (ID Expert) is a prototype instructional design expert system which supports the instructional design phase of instructional system development. Phase 2 of ID Expert was implemented using S.1 expert system language on the VAX computer. The user interface was text-based, consisting of a question/answer dialogue primarily controlled by the program. The goals of phase 3 were to transport the system from the minicomputer environment onto a desktop, and to improve the user interface to support user-initiated actions in a highly graphic, interactive environment. There was a shift in emphasis from a rule-oriented expert system to a frame-based expert system. The set of frames together constitute an expert system distributed between Hypercard and Nexpert, and across the Hypercard frames as well, facilitating user-initiated interaction with these mini-experts. The object-oriented programming capabilities of Hypercard were utilized, allowing the explicit graphic representation of frames and their relations and the direct manipulation of the frames and their components. This report includes an introduction to phase 3 of the project; a description of the domain of ID Expert; a top level view of the system structure; and a detailed description of the system, including the system components, user interface, inferencing, and system outputs. A sample ID Expert system is described and a transcript is included. (GL)

ED 347 967 IR 014 241

Li, Zhongmin; Merrill, M. David
Implementation of an Expert System for Instructional Design: Phase 2. Knowledge Engineering Report.
SPONS. AGENCY- Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.
PUB DATE- 8 May 88
NOTE- 82p.; For related reports, see IR 014 239-240. Reports on Phase 1 are not available.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer System Design; *Expert Systems; *Instructional Design; Instructional Development; *Material Development; Military Training; Models; *Task Analysis; *Testing
IDENTIFIERS- Elaboration Theory; *ID Expert System; Knowledge Representation

Instructional Design Expert (ID Expert) is a prototype instructional design expert system which supports the instructional design phase of instructional system development. It differs from other instructional design toolkits in that it is built using a knowledge engineering approach, and has been implemented as an expert system. The system incorporates both "public" knowledge (in the forms of instructional design benefits of feedback over no-feedback, with AUC becoming more advantageous and delayed feedback less so as lesson-posttest question similarity decreased. Also, with decreased question similarity and the availability of supporting text, overall feedback effects tended to decrease. The results are discussed in terms of the information processing effects of the different feedback forms, a factor that CBI designers often fail to exploit in planning feedback conditions. Sample materials, data tables, and graphs are included. (41 references) (Author/BBM)

ED 347 984 IR 015 721

Dean, Peter J.
Identifying a Range of Performance Improvement Solutions--High Yield Training to Systems Redesign--through Evaluation Research.
PUB DATE- Feb 92
NOTE- 12p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology and Sponsored by the Research and Theory Division; see IR 015 706.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Administration; College Faculty; Community Colleges; *Evaluation Research; *Models; *Needs Assessment; *Professional Development; Professional Personnel; Two Year Colleges
IDENTIFIERS- *Performance Technology

This paper describes a needs assessment process that identifies a range of performance improvement strategies using the steps of the Evaluation Research Model (Geroy and Wright, 1988). A detailed description of a project conducted by the Professional Development Committee of a mid-sized community college in suburban Philadelphia to identify professional development activities for the administrators, faculty, and support personnel of the college is used to illustrate this process. All of the challenges identified by outside consultants were addressed: (1) all employees (stakeholders) were involved equally in identifying professional development needs; (2) the planning committee recognized that certain non-training actions were required to maximize the worth of training; (3) data were elicited from all 280 employees that represented both their wants and their needs; and (4) decision makers were provided with a systematic process for selecting professional development activities that will yield maximum results for cost and effort. The project illustrated the number and kind of responses generated through the nominal group technique (NGT), as well as the range of professional development options that emerge from NGT responses. It reflected the cutting edge of performance technology by virtue of its application in an academic setting, involving all employees of the organization, addressing the desire of the organization for training while simultaneously presenting alternative performance improvement solutions, and introducing performance technology as the decision making model for all HRD (human resource development) functions of the organization. The project also provided techniques, references, and examples that can be used in convincing decision makers of the value of conducting a needs assessment. (5 references) (BBM)

ED 347 985 IR 015 722

Dwyer, Herbert; Igoe, Ann

interrelated.) This paper reviews techniques for ascertaining an expert's knowledge structure and mapping it onto hypertext. It then reviews the results of three studies that assess the effects of different methods for explicitly mapping expert knowledge structures onto hypertext on the acquisition of structural knowledge by the learners. The studies show that depicting knowledge structures in the form of a graphical browser or by making explicit the structural nature of the links during traversal does not improve learners' acquisition of structural knowledge. However, when assigned the task of generating a semantic network following browsing, structural knowledge acquisition improved significantly. It is the assigned processing task and goals for learning while interacting with a hypertext that appears to most significantly determine the effects of its use on learners' knowledge structures. (27 references) (Author/BBM)

ED 348 001 IR 015 738

Jonassen, David H.; Wang, Sherwood
Collaborative Annotation of a Hyperbook on Hypermedia Design.
PUB DATE- Feb 92
NOTE- 9p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology and Sponsored by the Research and Theory Division; see IR 015 706.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Abstracts; Authors; *Computer Software; Computer System Design; Cooperation; Guidelines; *Hypermedia; *Instructional Design; International Programs; *Layout (Publications); Surveys; Workshops

This report describes the process and results of a collaborative annotation process for inserting internal, conceptual linking in a book about hypertext design and the implications of that process for designing collaborative hypertext environments. The book was the product of a NATO (North Atlantic Treaty Organization)-sponsored Advanced Research Workshop, "Designing Hypertext/Hypermedia for Learning" (Jonassen & Mandl, 1990). Following the workshops, the contributors were asked to revise their papers to reflect the ideas and discussions shared at the workshop. Each paper needed to make heavier use of headings, include a list of keywords, state its assumptions about learning and characteristics of hypertext, and provide some advice or guidelines for designing hypermedia for learning. The revised papers were edited and reorganized into sections reflecting themes of the workshop. Copies of the entire book without any annotations were then sent to the workshop participants with a request that they read and annotate the other papers. They were given the option of using three types of annotations: qualified (predefined relations with other text in the book), unqualified (short comments about text), and references to external documents omitted in the paper. Over 300 annotations were submitted via electronic mail and added to the book. A survey was then sent to the participants who submitted annotations (65%) to ascertain the advantages and difficulties of the process. A discussion of their responses and recommendations based on the annotations and survey responses conclude the report. (6 references) (BBM)

ED 348 002 IR 015 739

Riddle, Joy
Distance Education and Learners' Individual Differences: An Examination of Different Instructional Procedures Designed To Accommodate the Learning Characteristics of Field-Dependent and Field-Independent Learners.
PUB DATE- Feb 92
NOTE- 12p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology and Sponsored by the Research and Theory Division; see IR 015 706.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aptitude Treatment Interaction; Attitude Change; Cognitive Style; Comparative Analysis; *Distance Education; *Field Dependence Independence; Higher Education; Individual Differences; Instructional Design; *Instructional Effectiveness; *Learning Strategies; Pretests Posttests; Psychological Studies; *Student Attitudes; Undergraduate Students

A study will be conducted to determine if the learning style of field dependence/independence has any effect on the cognitive outcomes and attitudes of students in a distance education class. The instructional strategies of group and individual learning will be compared to see which one results in greater learning and which one students prefer and enjoy most when learning at a distance. Quantitative data will be gathered from two sources: a criterion referenced test of the instructional content and a Likert scale measuring attitudes, satisfaction, and preferences toward instructional strategies. Both of these tests will be given before and after the study to assess any change in learning and attitude. Subjects will be volunteer college undergraduate students. The Group Embedded Figures Test (GEFT) will be used to determine their level of field dependence at the beginning of the study and the students will be randomly assigned to one of two treatment groups. The first group will receive the instruction in small groups of four students; each group will function as autonomously as possible with the teacher operating only as a facilitator. The second group will receive the same instructional materials and objectives but students will work on the materials individually, and the teacher will facilitate and answer questions as they arise. All of the instruction will be delivered at a distance using two-way video and two-way audio media. This paper concludes with four research questions and three hypotheses that will be examined and a discussion of the implications of this research. (50 references) (BBM)

ED 348 019 IR 015 756

Rieber, Lloyd P.; Parmley, M. Wayne
Effects of Animated Computer Simulations on Inductive Learning with Adults: A Preliminary Report.
PUB DATE- Feb 92
NOTE- 9p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology and Sponsored by the Research and Theory Division; see IR 015 706.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

ED 348 036 IR 015 773

Verhagen, P. W.
Preferred Length of Video Segments in Interactive Video Programs.
PUB DATE- Feb 92
NOTE- 27p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology and Sponsored by the Research and Theory Division; see IR 015 706.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Freshmen; Computer Assisted Instruction; Field Dependence Independence; Foreign Countries; Graphs; Higher Education; *Instructional Design; *Interactive Video; *Learner Controlled Instruction; Predictor Variables; Pretests Posttests; *Program Length; *Retention (Psychology); Student Characteristics; *Time Factors (Learning); Verbal Ability
IDENTIFIERS- Netherlands

This study investigated questions related to the length of video segments in interactive video programs: (1) the preferred segment length if learners decide how much information they want presented before stopping to answer question; (2) the relationship between segment length and direct recall of factual information when segment length is self-chosen and when segment length is fixed; (3) the relationship between segment length and delayed recall of factual information when segment length is self-chosen and when segment length is fixed; and (4) effects of fatigue on self-chosen segment length. Subjects were 235 freshmen at a university in the Netherlands. Five experimental conditions were used: variable, in which subjects determined the length of each segment; crossed, the same as variable with information elements presented in a different order; linear, which allowed no stopping; short-long, fixed segment length with short segments followed by long; and long-short, fixed segment length with long segments followed by short. Data on field dependence independence, verbal ability, imagery-based strategies for storing information, and retention were gathered by testing; logs of interactive video sessions provided data on relevant time intervals, starting and stopping points, and questions answered correctly. Wide variances in the results of data analyses led to the conclusion that the main message may be that quality communication can be accomplished in many forms, whereby different audiovisual formats and segment lengths may appear feasible as long as learners start their tasks with a realistic expectancy of the demand characteristics and be motivated to tune their mental effort accordingly. (8 figures, 17 references) (MES)

ED 348 037 IR 015 774

Volker, Roger
Application of Constructivist Theory to the Use of Hypermedia.
PUB DATE- Feb 92
NOTE- 5p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology and Sponsored by the Research and Theory Division; see IR 015 706.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Software Development; Elementary Secondary

Resources Information Center (ERIC) Network in acquiring and selecting documents and in processing them (i.e., cataloging, indexing, abstracting) for input to the ERIC computer system and subsequent announcement in "Resources in Education" (RIE) and "Current Index to Journals in Education" (CIJE). The 16 sections of the manual are entitled: (1) Introduction (an overview of the ERIC system); (2) Acquisitions (procedures used to acquire documents and journal articles); (3) Selection (evaluation criteria for choosing material for the database; (4) Handling and Shipping (Clearinghouse and ERIC Facility practices concerning the preparation and movement of documents between these two components); (5) Cataloging (preparation of the bibliographic data); (6) Abstracting/Annotating (guidelines for writing and editing abstracts and annotations); (7) Indexing (assignment of ERIC Descriptors and Identifiers); (8, Part 1) Vocabulary Development and Maintenance--Descriptors (procedures for maintaining the "Thesaurus of ERIC Descriptors"; (8, Part 2) Vocabulary Development and Maintenance--Identifiers (procedures for maintaining the "Identifier Authority List"; (9) Data Entry (procedures for data preparation for RIE, CIJE, and full-text ERIC Digests); and (10) Database Changes (Post-Publication). Three appendixes are also included: (A) ERIC Clearinghouse Scope of Interest Guide (131-page detailed discussion of each Clearinghouse's scope, along with relevant indexing terms); (B) Document Preparation (for Filming); and (C) ERIC Indexing Handbook (Clearinghouse Indexing Practices) (120-page discussion of individual Clearinghouse indexing practices). A Glossary of Terms (with Acronym List) and an overall index to the complete manual (augmenting the individual section indexes) are also included. This manual will be of interest to all organizations that use the ERIC database. (CRW)

ED 348 056 IR 054 277

Brandhorst, Ted, Ed.
Introduction. ERIC Processing Manual, Section I.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 35p.; Loose-leaf, updated continuously. Section 1 of the ERIC Processing Manual (IR 054 276).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - General (130)
DESCRIPTORS- *Abstracting; *Cataloging; Databases; Documentation; *Indexing; *Information Processing; Information Storage; Information Systems; Lexicography; Library Science; *Library Technical Processes; *Thesauri
IDENTIFIERS- *ERIC

This document describes the major organizational components of the Educational Resources Information Center (ERIC) system, the interactions between those components, and the major products and services provided by those components. (WTB)

ED 348 057 IR 054 278

Mathews, Gail, Ed.
Acquisitions. ERIC Processing Manual, Section II.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

1986-88. Volume I: Institutional Self Study.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Dec 88
NOTE- 109p.; For "Volume II: Washington Center Activities, 1985-88," see JC 890 315.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Consortia; Critical Thinking; *Curriculum Development; *Faculty Development; Higher Education; *Instructional Improvement; *Interdisciplinary Approach; Program Effectiveness; Program Evaluation; Teacher Exchange Programs; Teacher Workshops; Technical Assistance; Two Year Colleges; *Undergraduate Study; Universities
IDENTIFIERS- *Learning Communities; *Washington

This report describes and evaluates the activities undertaken by the Washington Center for the Improvement of the Quality of Undergraduate Education between 1986 and 1988. The goal of the Center is to improve undergraduate education through five central activities: (1) assisting participating two- and four-year colleges in the establishment of programs built on a "collaborative learning communities" model, a broad term for a variety of interdisciplinary approaches; (2) inter-institutional faculty exchanges; (3) a small seed grant program to assist colleges in curriculum or program development; (4) conferences and seminars on "learning communities," critical thinking instruction, and other effective approaches to undergraduate education; and (5) technical assistance to colleges. In addition to presenting the history and objectives of the Center, this report describes the methods used to evaluate the Center's activities and discusses outcomes. General comments on the Center's impact on faculty, students, and institutions are provided, as well as a more detailed assessment of the "learning communities" programs. Information is presented about the ways in which students became aware of the program and the influences on their decision to enroll, ways in which students in learning community programs differed from students in traditional programs, the attitudes, values, and intellectual development of these students, and 38 steps in developing successful learning community programs. The final section of the report considers ways in which the Center can continue to support the campus-based programs it has initiated. A study of the intellectual development of students in the programs is appended, as well as readings that describe the origins of the Washington Center, its structure, and its influence on faculty development and curricular reform in Washington State. (AYC)

ED 348 075 JC 890 315

Washington Center for the Improvement of the Quality of Undergraduate Education. Final Report to the Ford Foundation, 1986-88. Volume II: Washington Center Activities, 1985-88.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Dec 88
NOTE- 319p.; For "Volume I: Institutional Self Study," see JC 890 314.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Consortia; Critical Thinking; *Curriculum Development; *Faculty Development; Higher

information about AAWCJC events (such as board meetings, and conferences), descriptions of model programs, and an updated calendar of events. The four issues in this volume also contain the following articles: (1) "Women Chief Executive Officers in Community, Tech, and Jr. Colleges: AACJC Indicators Brief," by Enid Jones; (2) "Glass Ceiling Retards Progress," by Caryl Rivers; (3) "A Day in the Life of a Nontraditional Student," by Judith Crowder; (4) "Glass Ceiling: Women Still on the Outside," by James J. Kilpatrick; (5) "Endgame: AAWCJC's Diversity Pursuit," by Pam Fisher; (6) "Returning to Roots Stirs Many Memories for Leila Gonzalez Sullivan," by Cliff Floyd; (7) "Ethics Crucial in Community Colleges," by Elaine Johnson; (8) "Workplace Actively Seeking Women," by Gene Parker; (9) "Legislative Report: Ability to Benefit Legislation Denies Community College Student Access to Education," by Barbara Viniar; and (10) "Glass Ceilings in Corporate America: Current Issues and Debate," by Katrina Grider and Kimberly F. Gee. (JSP)

ED 348 091 JC 920 387

Holton, James M.
Assessing the Transfer Function: Tracking Down Transfer Students at Frederick Community College. A Report of the Transfer Tracking System and the Successful Transfer Survey, 1990-91.
PUB DATE- 91
NOTE- 43p.; Part of page 29 and pages 30-36, containing "Comments from Transfer Surveys," have been deleted at the author's request because they permit identification of individuals.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Credits; College Outcomes Assessment; *College Transfer Students; Community Colleges; Definitions; Followup Studies; Higher Education; *Participant Satisfaction; *School Effectiveness; Self Evaluation (Groups); *Student Attitudes; Two Year Colleges
IDENTIFIERS- Frederick Community College MD; *Transfer Rates (College); *Transfer Tracking System

During the 1990-91 academic year, Frederick Community College (FCC) in Maryland conducted a major research project to help determine the extent and effectiveness of the college's transfer function. In the study's first phase, a Transfer Tracking System (TTS) was developed by conducting a detailed audit of all transcript requests from FCC students. Analyses of TTS data resulted in nine definitions of transfer activity, and six distinct transfer rates. In the study's second phase, a survey was conducted of all students identified by the TTS as having transferred successfully to a four-year institution in fall 1990 or spring 1991 (n=346), yielding a 51% response rate. Selected research findings included the following: (1) transfer rates ranged from 6.2% (calculated by using the number of transfers as the numerator, and total unduplicated credit enrollment as the denominator), to 30.6% (calculated by using students indicating intent to transfer and having earned at least 12 credits as the denominator); (2) 97.2% of the transfer student respondents reported that they were satisfied or very satisfied with the academic preparation for transfer they had received; (3) 87.2% reported being satisfied or very satisfied with their overall academic advising at FCC; (4) 60% had earned an associate in arts degree before transferring; (5) one-half of all respondents lost no credits in transfer, while nearly one-fourth lost seven or more credits; and (6) females outnumbered males 60% to 40%, and minority students

TQM process at DCCC included inconsistencies in data and insufficient training in the use of TQM tools. At Fox Valley Technical College (FVTC) in Appleton, Wisconsin, TQM was incorporated into the Instructional Division through inservice training, support and facilitation of faculty teams, and involvement of faculty in planning and evaluation of TQM. Faculty at FVTC used TQM in classroom management as well as incorporating it into the curriculum. Using the Developing a Curriculum (DACUM) process, faculty identified a number of skills and competencies which their graduates should possess; these included a working knowledge of TQM. Flowcharts of DACUM competencies and a resource list are included. (PAA)

ED 348 108 JC 920 406

Crabtree, Robert D.; Selman, James W.
Countering Stress with Leisure and Recreational Activities: An Analysis of 2-Year College Presidents or Directors.
PUB DATE- 92
NOTE- 15p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Administrators; College Environment; *College Presidents; Community Colleges; Comparative Analysis; Educational Background; *Leisure Time; National Surveys; Private Colleges; Public Colleges; *Recreational Activities; *Stress Management; Stress Variables; Technical Institutes; Two Year Colleges

In 1992, a study was conducted to ascertain the opinions of selected public and private two-year college administrators regarding the use of 15 leisure and recreational activities for countering work-related stress. Questionnaires eliciting self-perceptions were sent to all presidents/directors of two-year institutions accredited by the Southern Association of Colleges and Schools. Univariate, bivariate, and multivariate analyses were conducted of the data collected. Survey findings, based on 373 responses, representing 175 public community colleges, 119 public technical colleges, and 79 private technical colleges, included the following: (1) the majority of respondents were white (92.2%) males (84.7%); their average age was 50.7 years; and they had been educational leaders for an average of 9.7 years, employing 3.25 administrative assistants; (2) 81% reported using hobbies and recreational activities as a form of recreation; (3) while public technical college presidents were equally concerned with health maintenance, they appeared to use diversionary coping strategies significantly less than public community and private technical college presidents; and (4) many of the respondents had not structured leisure activity plans to assist them in countering work-related stress, and some appeared to be unaware of the value of these activities as components of a coping strategy. (MPH)

ED 348 109 JC 920 407

O'Hara, Len; Patton, Steve
A Rural Communiversity: Teaching Developmental through Graduate Courses via Two-Way Video.
PUB DATE- 92
NOTE- 22p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

took new positions in the CIS field, 17% continued their education, and 12% took jobs outside the CIS field; (3) 60% were currently working directly in the CIS field, and many of those employed in other fields were using computer skills in their jobs; (4) the average salary of respondents was $31,000, well above the $26,500 average for WRHC's career alumni; (5) upon entering WRHC, 42% of the respondents had intended to earn a certificate or an associate degree, and 40% ultimately did graduate from the college; (6) nearly 90% indicated that the CIS courses or program had a positive effect on their present job or educational situation; and (7) there appeared to be a good market for continuing education offerings among former CIS students. Detailed results and the survey instrument are included. (MAB)

ED 348 125 JC 920 429

Ryan, J.; Lucas, J.
Report of Interest in an Intramural Program. Volume XX, No. 7.
PUB DATE- 1 Jun 92
NOTE- 32p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Numerical/Quantitative Data (110)
DESCRIPTORS- Community Colleges; *Extracurricular Activities; *Intramural Athletics; Questionnaires; School Surveys; *Student Attitudes; *Student Interests; Two Year Colleges; *Two Year College Students
IDENTIFIERS- William Rainey Harper College IL

In fall 1991, a study was conducted at William Rainey Harper College (WRHC), in Palatine, Illinois, to determine the level of interest in a new sports intramural program (IP). Surveys were mailed to a random sample of 600 degree credit students, out of a total population of 15,418 such students. After two mailings and a prompting follow-up, a response rate of 45% was attained. Results of the survey included the following: (1) 22% of the respondents were definitely interested in the proposed IP, if activities were offered in the right competitive structure at the right times; (2) respondents preferred that programs be offered in the evening, followed next by Saturday morning, and then by late afternoon; (3) 8 out of the top 10 program preferences involved moderately competitive league structures, with the top 2 choices being volleyball and softball; (4) the other 2 out of the top 10 preferences were for social mixed gender pick-up events in bowling and volleyball; (5) more than 60% of the respondents indicated that they would be willing to join off-campus activities requiring a fee; (6) respondents interested in intramural athletics tended to be day, full-time, younger students, and were less likely to be employed full time, compared to WRHC's degree credit population as a whole; (7) females and males were equally interested in the proposed IP; and (8) a conservative estimate of the number of WRHC students interested in intramural sports was 1,500. The survey instrument is appended. (MAB)

ED 348 126 JC 920 431

Lucas, J.; Meltesen, C.
Follow-Up Study of 1990 Nursing Graduates. Volume XX, No. 10.
PUB DATE- Jun 92
NOTE- 51p.; For the follow-up of 1988 nursing graduates, see ED 328 301.

Howze, Kate
Field Test of a Preschool, Substance-Abuse-Prevention Curriculum Planned for County-Wide Distribution.
PUB DATE- 92
NOTE- 167p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Drug Education; Peer Relationship; *Preschool Children; Preschool Education; *Prevention; *Program Evaluation; *Program Implementation; Self Esteem; *Substance Abuse
IDENTIFIERS- Drugs

This practicum report describes the implementation and evaluation of a substance abuse prevention curriculum in a Florida preschool. It was expected that, as a result of the implementation of the curriculum, children would improve in their ability to identify drugs; would increase their self-esteem; and would improve their peer relations. It was also expected that teachers would rate the curriculum as appropriate and easy to implement. Pre- and posttest measures gauged children's responses to pictures of drugs, of faces of children with various emotions, and of children interacting. A survey measured teacher attitudes. The curriculum, which involved interventions over a 1-month period, included presentation of information about drugs and activities designed to enhance children's self-esteem and peer relationships. Results indicated an increase in children's ability to identify drugs and in the number of children who chose a picture of a happy face as indicating their feelings about themselves. Teachers rated the curriculum as appropriate and easy to implement. A list of 21 references is provided. Appendices include a copy of the preschool substance abuse prevention curriculum, the teacher evaluation survey results, and other materials related to the curriculum and the practicum. (BC)

ED 348 144 PS 020 644

Simner, Marvin L.
Predictive Validity of the Caregiver's School Readiness Inventory.
PUB DATE- Jun 92
NOTE- 22p.; Paper presented at the Annual Meeting of the Canadian Psychological Association (Quebec City, Quebec, Canada, June 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Alphabets; *At Risk Persons; Childrens Literature; *Elementary School Students; Foreign Countries; Grade 1; Grade 2; Kindergarten; Longitudinal Studies; *Predictive Validity; Primary Education; Reading Skills; *School Readiness; *Screening Tests; Test Content; Test Reliability; *Test Validity
IDENTIFIERS- *Caregivers School Readiness Inventory; Parent Expectations

This study evaluated the predictive validity of the Caregiver's School Readiness Inventory (CSRI), a new screening measure developed for use in situations in which it may not be appropriate to employ traditional screening measures to identify preschool children at risk for school failure. The three items of the CSRI concern: (1) children's books available includes articles on planning by children and schedule planning by teachers. Chapter 4, "Environments for Active Learning," presents articles that examine strategies for active learning; home day care; playgrounds; and children's use of computers. Articles in Chapter 5, "The Team Process: Child Observation, Team Planning, Assessment," consider team teaching; the division of labor; the importance of observation and feedback; assessment; and child-oriented lesson plans. Chapter 6, "Reaching Out to Other Settings and Caregivers," includes articles on transitions; parent involvement; and the appropriateness of kindergarten practices. In Chapter 7, teachers' questions are answered. An appendix lists books and audiovisual materials published by the High/Scope Press. (BC)

ED 348 163 PS 020 730

Poulsen, Marie Kanne
Perinatal Substance Abuse: What's Best for the Children?
PUB DATE- 91
NOTE- 41p.; A report by the Child Development Programs Advisory Committee. Major funding for this document was supplied by the Orangewood Children's Foundation.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- At Risk Persons; Child Development; Early Childhood Education; Early Intervention; Family Programs; Financial Support; Foster Care; Health Services; *Mothers; *Perinatal Influences; Policy Formation; *Prenatal Influences; Prevention; Professional Training; *Substance Abuse; *Young Children
IDENTIFIERS- *California; *Fetal Drug Exposure

This report, which is based on the work of the Perinatal Substance Exposure Think Tanks, establishes priorities for statewide services in California to young children who are prenatally exposed to alcohol and drugs. Although the report focuses on the developmental needs of children, it also examines efforts to provide prevention and treatment services to mothers. Children prenatally exposed to alcohol and other drugs are at risk for physical, behavioral, learning and social dysfunctions that may limit their hopes and potential. The risks of maternal alcohol and drug addiction are compounded by the risks associated with poverty and because of the newborn's greater fragility and vulnerability may result in inadequate mother-child attachment. Children of alcohol and drug abusers may have as much as 10 times the average risk of becoming substance abusers themselves with all its attendant dangers. Other child development issues for these children relate to trust and their relations with their families and neighborhoods. Think Tank participants offered 21 policy and program recommendations from the perspectives of children living with families involved with chemical substances, living in foster care, and served by early education programs. The recommendations addressed: (1) terminology used to describe children of substance-abusing mothers; (2) prevention; (3) children's developmental assessment; (4) early intervention; (5) family treatment; (6) foster care; (7) family reunification; (8) prenatal, pediatric, and mental health services; (9) child care and education; (10) training for service providers; and (11) funding of services. A case study of "Tony," a child born to a substance-abusing mother, and of Tony's family, is provided. Appended materials include a description of the Child Development Programs Advisory Committee and a 10-item bibliography. (BC) education. This document contains extensive references. (LP)

ED 348 182 RC 018 730

Literacy and Education Needs in Public and Indian Housing Developments throughout the Nation. Report to Congress.
PUB DATE- Feb 92
NOTE- 23p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *American Indians; Economically Disadvantaged; *Educational Attainment; Employment; Family Income; Literacy; *Low Income Groups; Place of Residence; *Public Housing
IDENTIFIERS- *Department of Housing and Urban Development

In response to a Senate request, the Department of Housing and Urban Development (HUD) gathered existing data on educational attainment and achievement of residents in public and Indian housing projects. Data sources included the 1989 American Housing Survey, the 1988 Survey of Income and Program Participation, the 1988 National Longitudinal Survey of Youth, the 1980 census, and education-related studies of American Indians and Alaska Natives. Public housing residents had a median educational attainment of 11.4 years, compared to 12.7 years for all U.S. renters; failed to complete high school at greater than twice the rate of other renters; and graduated from college at one-sixth the rate of non-public housing residents. Minority public housing residents (Blacks and Hispanics) lagged further behind. Children in federally assisted housing had lower academic achievement on a number of measures than other U.S. youth. Moreover, parental educational attainment was strongly correlated with children's academic performance. No data source directly addressed the educational status of residents in Indian housing projects, but data on the entire Native American population showed that this group also experienced low educational outcomes. Educational attainment was correlated with employment rates and family income. This report briefly describes 10 HUD programs and activities that address the literacy and education needs of public and Indian housing residents. (SV)

ED 348 183 RC 018 734

Eastern Stream Advance Notification System.
PUB DATE- 92
NOTE- 36p.; Originally published by the Pennsylvania Department of Education. Updated and redistributed by ESCORT.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Data Collection; Elementary Secondary Education; *Migrant Children; *Migrant Education; Migrant Programs; *Relocation; *Student Mobility; *Transfer Students
IDENTIFIERS- *Migrant Education Record Transfer System; United States (East)

This directory contains instructions for using the advanced notification form designed to help identify migrant interstate children as they move between states. The form contains spaces for entering information about the children in the migrant family including each child's date of birth, last school name, part of the ongoing crusade for self-determination. Their presence influences curriculum, instruction, and administration at all levels of Indian education. (SV)

ED 348 200 RC 018 908

Escamilla, Kathy
Integrating Mexican-American History and Culture into the Social Studies Classroom. ERIC Digest.
PUB DATE- Sep 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Cultural Education; Curriculum Evaluation; Educational Environment; Elementary Secondary Education; Faculty Development; Mexican American Education; *Mexican American History; *Mexican Americans; *Multicultural Education; *Social Studies; Teacher Education
IDENTIFIERS- ERIC Digests

This digest discusses the integration of Mexican-American history and culture into social studies curriculum. Teaching Mexican-American history and culture is a means of improving educational attainment among Mexican-Americans, of developing "ethnic literacy" among all students, and helping them understand their uniqueness while improving their self-esteem. It is important to select texts and other curriculum materials that accurately and realistically represent the Mexican-American experience. Many such classroom materials present information that is of superficial value or that portrays Mexican-Americans in unrealistic "hero" or "victim" roles. Aside from good curriculum materials, it is recommended that teachers and other educators have effective preservice and inservice training for teaching Mexican-American history and culture. Also important is a favorable school environment, fostered by extracurricular activities and other cultural events reflecting values of ethnic diversity. In conclusion, integrating Mexican-American history and culture into social studies is an important goal that requires effective staff development, a healthy school environment, and accurate materials that represent the diversity of the Mexican-American experience. This digest includes an examplar bibliography. (TES)

ED 348 201 RC 018 909

Grant, Agnes; Gillespie, LaVina
Using Literature by American Indians and Alaska Natives in Secondary Schools. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Alaska Natives; American Indian Culture; American Indian History; *American Indian Literature; American Indians; *Cultural Education; *Ethnic Stereotypes; *Multicultural Education; Racial Bias; Secondary Education; Social Attitudes; Social Integration
IDENTIFIERS- ERIC Digests; Literary Canon

Literature is a powerful vehicle for the transmission and on the role of ethnicity in special education identification and placement in Illinois. Comparison of the ethnic composition of the total public elementary and secondary education population and of students receiving special education services indicated some disproportions. White students were more likely to be identified for special education services than were Blacks, Hispanics, American Indian/Alaskan natives, or Asians. The percentages of students of different ethnic origins identified for special education services varied substantially across school districts (e.g., 0-53.7 percent for Blacks and 0-43.8 percent for Hispanics). Most Hispanic, White, Black, and American Indian/Alaskan native students in special education were identified as having a learning disability, whereas the primary disability of most Asian students in special education was a speech and/or language impairment. School district size was found to influence the role of ethnicity in special education identification and placement in that White students were less likely to be placed in special education in smaller districts, Black and Hispanic students were more likely to be so placed in smaller and intermediate sized districts, and Asian and American Indian/Alaskan native students were less likely to be placed in special education than other groups. An appendix details findings. (DB)

ED 347 759 EC 301 376

Special Joint Committee on Early (Childhood) Intervention: Report.
PUB DATE- Jan 91
NOTE- 57p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Agency Cooperation; Compliance (Legal); Definitions; *Disabilities; Due Process; Early Childhood Education; *Early Intervention; Eligibility; *Family Programs; Legal Responsibility; Long Range Planning; *Needs Assessment; Outreach Programs; Preschool Education; State Boards of Education; *State Programs
IDENTIFIERS- *Illinois

This report to the governor and legislature of Illinois concludes that the state currently has no comprehensive coordinated system of early intervention services for children and families needing such services. The report is in question and answer format and covers federal and state activities in early intervention, a definition of early intervention, current Illinois services being provided, eligibility, and recommendations. An executive summary lists the 21 recommendations. These include: establish a legal right to early intervention services for all eligible children and their families; adopt a definition of eligibility; define a state structure to provide early intervention services; name the State Board of Education as the lead agency for early childhood intervention services; create an Early Childhood Intervention Ombudsman; establish procedural safeguards for families; assure the use of the current program of home visiting and followup services for newborn infants; build linkages between at risk programs and local literacy programs; and appropriate sufficient new state funds. Appendices include the executive order mandating the interagency council and report; members of the Council, committee meetings dates and sites, and a synopsis of testimony at public hearings. (DB)

ED 347 760 EC 301 377

NOTE- 583p.; For the 13th Annual Report, see ED 332 488.
LANGUAGE- English
EDRS Price- EDRS Price - MF03/PC24 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Compliance (Legal); Deaf Blind; Delivery Systems; *Disabilities; Early Childhood Education; *Early Intervention; *Educational Legislation; Education Work Relationship; Elementary Secondary Education; Federal Aid; *Federal Legislation; Federal State Relationship; Government Role; Grants; Incidence; Infants; Program Descriptions; School Restructuring; *Special Education; Statistics; Teacher Education; Technical Assistance; Toddlers; Transitional Programs
IDENTIFIERS- *Individuals with Disabilities Education Act

This 14th annual report to Congress describes the nation's progress in providing a free appropriate public education to all children with disabilities. Chapter 1 provides statistics on numbers of children receiving special education and related services, numbers of children receiving special education services in various settings, the exiting status of special education students, and the numbers of school personnel available and needed to provide such services. Early childhood activities are the focus of Chapter 2 which discusses the implementation of Part H of the Individuals with Disabilities Education Act (IDEA), Section 619 which contains incentives for States to serve more children with disabilities between the ages of 3 and 5, personnel issues, and the Early Childhood Program for Children with Disabilities. Chapter 3 reports on a national study addressing the transition of youth with disabilities from secondary school to early adulthood. The last chapter describes administrative and programmatic efforts to assist State and local education agencies. These include formula and discretionary grant programs, monitoring the development and implementation of State policies, grants supporting systems change, and technical assistance. Extensive appendixes include data tables; data on special education personnel training; summary reports concerning needed improvements, IDEA, state agency/federal evaluation studies; special populations; children with deaf blindness; and tables showing educational placement trends. (DB)

ED 347 780 FL 017 194

Valdman, Albert, Ed.
Proceedings of the Symposium on the Evaluation of Foreign Language Proficiency (Indiana University, Bloomington, March 4-6, 1987).
PUB DATE- Mar 87
NOTE- 311p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Certification; *Communicative Competence (Languages); Evaluation Criteria; Grammar; Higher Education; High Schools; *Language Fluency; *Language Proficiency; *Language Tests; Listening Comprehension; Second Language Instruction; *Second Languages; Student Evaluation; Testing; *Test Use; Uncommonly Taught Languages; Vocabulary Development
IDENTIFIERS- *ACTFL ILR Oral Proficiency Guidelines

The proceedings of a two and one-half day symposium concerning the assessment of functional language ability through the oral interview process included the following papers: "The FSI/ILR/ACTFL Proficiency Scales and Testing Techniques:

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Change; *English (Second Language); Foreign Countries; *Language Standardization; *Second Language Instruction
IDENTIFIERS- *India

The question of what language should be aimed at in teaching English as an international language has of late been receiving much attention. Three viewpoints have emerged and each shows a different understanding. This paper examines each of these viewpoints to understand its possible impact on the teaching of English as a foreign language in India. An educational alternative for the future is presented based on twin beliefs that the current English language teaching system must set itself realistic and attainable goals, and that any viable alternative must primarily be judged by how far and how well it answers the needs and aspirations of the vast majority of Indian stakeholders. (JL)

ED 347 803 FL 019 473

Quirk, Randolph
The Question of Standard in the International Use of English.
PUB DATE- 91
NOTE- 13p.; In: Tickoo, Makhan L., Ed. Languages & Standards: Issues, Attitudes, Case Studies; see FL 019 461.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *English (Second Language); Foreign Countries; *Language Standardization; *Models
IDENTIFIERS- *Language Spread

This paper presents three models on "language spread," or three ways in which human language may be spread. These models include: (1) the demographic spread, in which language spread is caused and accompanied by population spread; (2) the econocultural model, exemplified by the spread of English in the world of multinational business; and (3) the imperial model, which reflects political domination with only sufficient population movement to sustain an administrative system and power structure. It is concluded that the remarkable degree of the current spread of English in the world can be attributed to the econocultural model, and, that, for countries affected by the imperial model, it is likely that a long-term demand for English will be related equally to econocultural factors, with consequences accordingly for the standards to be observed. (JL)

ED 347 804 FL 019 474

Quirk, Randolph
Language Varieties and Standard Language.
PUB DATE- 91
NOTE- 14p.; In: Tickoo, Makhan L., Ed. Languages & Standards: Issues, Attitudes, Case Studies; see FL 019 461.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *English (Second Language); Foreign Countries; *Language Classification; *Language Standardization; *Language Variation

It is argued that viewing learners' errors as evidence for the emergence of new varieties of the English language is

Language Learning
IDENTIFIERS- *Northwest Territories

Produced to complement "French as a Second Language 1-6, Curriculum," this document was prepared by a group of educators from diverse Northwest Territories (Canada) educational jurisdictions who adapted the learning content of the Quebec (Canada) "French as a Second Language Elementary School Curriculum" to make it more appropriate for the needs of students in the Northwest Territories. This document takes learning objectives one step further and details them into a program manageable in the classroom. Although the learning objectives are compulsory, the suggestions for the distribution of the concepts and linguistic content of the program throughout the school years are intended as guidelines. It is the responsibility of the schools to decide whether this distribution is applicable to their own priorities and to make adjustments to meet their particular needs. The content of this program is organized in the following stages: identification of the needs and interests of non-French-speaking children between the ages of 6 and 11 (themes); selection of the language functions related to these needs and interests; selection of the lexical items (vocabulary) most commonly associated with these themes; compilation of the linguistic utterances (wording) that make it possible to perform a given language function; and grouping of the lexical items and linguistic utterances associated with the functions selected. The learning objectives involve both comprehension (receptive) and production (expressive) skills. Throughout the document, all objectives are presented in both English and French. (LB)

ED 347 828 FL 020 492

Scott, James Calvert
British Efforts To Upgrade Business Foreign Language Skills: Preparing for Participation in the Single Market of the European Community.
PUB DATE- 4 Apr 91
NOTE- 20p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (10th, Ypsilanti, MI, April 4, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Business Communication; Employees; Foreign Countries; Inservice Teacher Education; *International Communication; International Trade; Language Skills; Language Teachers; *Second Language Learning; Skill Development
IDENTIFIERS- *European Community; *United Kingdom

The need for British businesses to be able to communicate with their customers in their own languages is discussed in this analysis of British preparation for doing business in the European Community (EC). The EC now accounts for half of all exports from the United Kingdom (UK). This paper summarizes five major types of resources available to assist British businesses in upgrading the language skills of their employees. They include the following: (1) the LINGUA programme, which is an EC-sponsored program that includes grants for inservice teacher training and other purposes; (2) the Language-Export Centres, a network of 17 sites in the UK that bridges the language-business gap; (3) the Training Access Points Project, which is designed to improve access to information on work-related education and training opportunities throughout the UK previous semesters of Spanish. E-Mail was useful for actual assignments, class information, news items, and several exemplary biweekly student comments which were presented as examples. Expository and persuasive writing were featured in the form of business letters. Students were also involved in group class work. The course provided students with many invaluable skills, including those related to business courses, computer use, and technical concepts. (LB)

ED 347 848 FL 020 549

Weinmann, Sigrid
Internships in Germany: Unique Opportunities for Students of Science and Engineering.
PUB DATE- Mar 92
NOTE- 13p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (11th, Ypsilanti, MI, March 25-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Business Communication; Curriculum Development; *Engineering Education; Higher Education; International Communication; *International Education; *Internship Programs; Professional Education; Second Language Learning; *Study Abroad
IDENTIFIERS- *Germany; *Michigan Technological University

Ways are described that Michigan Technological University has responded to the national need of internationalizing the engineering curricula by integrating engineering coursework with courses in area and international studies and ensuring the development of proficiency in several foreign languages. The university's approach focuses on Germany. Students can take traditional courses in language and literature, as well as courses in Scientific German, German for Business, intercultural communication, pre-departure orientation for study abroad, and courses leading toward certification. An internship in Germany culminates the students' linguistic and professional training. Details on the internship program are provided. (LB)

ED 347 849 FL 020 617

Goke-Pariola, Abiodun
Cultural and Linguistic Imperatives in Public Health Delivery in Developing Countries.
PUB DATE- Apr 91
NOTE- 15p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (10th, Ypsilanti, MI, April 3-5, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Attitudes; *Cultural Context; *Developing Nations; Foreign Countries; *Health Promotion; International Communication; *Preventive Medicine; *Public Health; Uncommonly Taught Languages; Vocabulary; Yoruba
IDENTIFIERS- *Nigeria

Some cultural realities and linguistic considerations are discussed that public health providers can use to make preventive health care delivery more effective and acceptable quality; pensions, retirement programs and costs; and retirement incentive programs. Two key conclusions are presented: (1) at most colleges and universities, few tenured faculty would continue working past age 70 if mandatory retirement is eliminated; and (2) at some research universities, a high proportion of faculty would choose to work past age 70 if mandatory retirement is eliminated. Committee recommendations include suggestions for continuing retirement income; the adoption of policies by Congress, the Internal Revenue Service, and the Equal Opportunity Commission concerning employer contributions based on estimated level of pension income; and minimum and maximum goals for inflation-protected pension income for better resource allocation and the limiting of inadvertent incentives to postpone retirement. Appendices include a description of study methods, discussion of national faculty databases, and a summary of the characteristics of institutions and faculty, and biographical sketches of committee members and staff. Contains 108 references. (GLR)

ED 347 869   HE 025 440

History of Higher Education Annual, 1989.
PUB DATE- 89
NOTE- 130p.; For volume 8, see ED 319 273; for volume 10, see HE 025 441.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Business Administration Education; College Administration; College Athletics; Colleges; *Educational Finance; Fraternities; Higher Education; History; Institutional Mission; *Politics of Education; *Racial Bias; Sex Discrimination; Universities; Womens Education
IDENTIFIERS- Cornell University NY; Rockefeller (Nelson A); Spelman College GA; University of Illinois

This annual compilation contains four articles addressing issues of growth and diversity in American higher education. Three articles examine student life in evolving institutions, especially the relationship between official missions and student cultures, followed by two essay reviews, one that examines the current debate surrounding the history of academic disciplines, the other describing the relationship of athletics to the student culture and to the physical development of students. Articles and their authors are as follows: (1) "Race, Class, and the Bonds of Womanhood at Spelman Seminary, 1881-1923" (Lynn D. Gordon); (2) "Promoting 'Responsible Freedom': Administrators and Social Fraternities at the University of Illinois, 1900-1931" (Terence Finnegan); (3) "'The Best Emissaries': M.B.A. Students at Cornell University, 1948-1987" (James W. Schmotter); "Nelson Rockefeller and the Politics of Higher Education in New York State" (Judith S. Glazer); "Writing the History of the Disciplines" (Steven J. Diner); and "Athletics and the Academy" (Nancy L. Struna) (GLR)

ED 347 870   HE 025 441

History of Higher Education Annual. 1990.
PUB DATE- 90
NOTE- 104p.; For volume 9, see HE 025 440.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Colleges; *Community Cooperation; Educational

in the two states. A conclusion finds that the political culture is a major factor in influencing higher education policy making and that the Missouri state ethos springs from individualistic concern with the marketplace and confidence in the ability of the business world to enhance the quality of life for citizens. The Oklahoma state ethos includes a historical distrust and dislike of big business and an allegiance to the southern agrarian idea of maintaining the traditionalistic status quo. Included are an interview model and 44 references. (JB)

ED 347 889 HE 025 652

Gill, Wanda E.
Minority Student Support Programs: Scholarships, Fellowships, and Services.
PUB DATE- 92
NOTE- 84p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Assistantships; College Preparation; College Students; Fellowships; Graduate Study; Grants; Higher Education; High Schools; *Minority Groups; Postdoctoral Education; Scholarships; *Student Financial Aid; Student Loan Programs; Undergraduate Study; Work Study Programs
IDENTIFIERS- Maryland

This publication is a listing of minority student support programs for higher education including scholarships, fellowships, grants, summer programs and work experiences. Programs are organized into seven sections as follows: (1) volunteer programs (7 agencies listed); (2) pre-college programs (10 listings); (3) undergraduate programs (62 listings); (4) graduate programs (60 listings); (5) other categories: post doctoral, all levels of student supports services (11 listings); and (6) Maryland Based Foundations; (11 listings). The last section contains 19 references. Appendix A describes six Central Intelligence Agency programs; appendix B discusses and lists federal funds for the historically Black Colleges; and appendix C describes the America 2000 education strategy. (JB)

ED 347 890 HE 025 653

Musil, Caryn McTighe, Ed.
The Courage To Question: Women's Studies and Student Learning.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 92
NOTE- 218p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Curriculum; *Departments; Educational History; Educational Trends; Females; Feminism; Higher Education; *Intellectual Disciplines; Private Colleges; Program Descriptions; State Universities; Womens Education; *Womens Studies
IDENTIFIERS- City University of New York Hunter College; Lewis and Clark College OR; Oberlin College OH; Old Dominion University VA; University of Colorado; University of Missouri Columbia; Wellesley College MA

Education; *Program Development; Reading Materials; Skill Development; Speeches; Student Evaluation; Videotape Recordings

This paper argues the importance of preparing business managers for a global marketplace and addresses who is responsible for the training and how to go about it. The establishment of an MBA (Master of Business Administration)-level course in intercultural communication is examined. Areas discussed involve determining what the goals of the course should be, selecting textbooks and readings, selecting guest speakers, selecting films and videotapes, and involving students in the learning process. In addition, thoughts concerning the evaluation of student achievement are offered in light of the course's lack of performance-based examinations. It is noted that communication-based preparation for the workplace and so-called soft-skills training in both undergraduate and MBA degree programs is being increasingly valued, and that the value of this type of intercultural communication course lies in better preparing students to face the realities of the world they will enter after graduation. An appendix provides an annotated list of five selected films and videotapes. Contains 15 references. (GLR)

ED 347 909 HE 025 672

McGrath, Leanne C.; Hargrove, C. LaFaye
Internationalizing the Business Curriculum: A Status Report.
PUB DATE- 26 Mar 92
NOTE- 31p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (11th, Ypsilanti, MI, March 25-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - General (140)
DESCRIPTORS- Business Education; *Curriculum Enrichment; *Educational Change; *Educational Needs; Evaluation; Global Approach; Higher Education; *International Education; Surveys; Undergraduate Study

This paper is a status report and an extension probing further into the issue of internationalizing the undergraduate business school curriculum. The research analyzes the responses (n=123) to a 1992 survey of business schools and programs that were members of the American Assembly of Collegiate Schools of Business (AACSB) to determine to what extent efforts to globalize the undergraduate business curriculum were actually undertaken and completed and whether interest in accreditation by AACSB drove this change. Results indicate that although some progress has been achieved in moving toward more undergraduate international course offerings and more inclusion of global topics in existing courses, much improvement is still needed. In fact, it is noted that changes in business school curricula are lagging far behind the actual business world in terms of addressing international concerns. In general, whether or not an institution was AACSB accredited made no significant difference in the various dimensions of globalization addressed by this study. Contains 10 tables. (GLR)

ED 347 910 HE 025 673

Huddleston, Patricia
Development of a Teaching Module on Soviet and Polish Retail Distribution Systems.
PUB DATE- 26 Mar 92

racial/ethnic groups within the groups of first-time freshmen, transfer students, and baccalaureate degree recipients. The third section includes data that were formerly displayed in the Commission's annual College-Going Rates reports. The fourth section provides information on community college transfers as well as facts about transfer students from the other segments. The fifth section examines student outcomes. The final section provides data on high school graduates and college-going rates by county and on community college transfer students. (GLR)

ED 347 928   HE 025 691

Cowart, Susan Cooper
What Works in Student Retention in State Colleges and Universities.
PUB DATE- 87
NOTE- 168p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Academic Persistence; College Freshmen; Data Collection; Enrollment; Higher Education; Program Descriptions; Public Schools; *School Activities; *School Holding Power; School Role; State Schools; *Student Attrition; Student School Relationship; Surveys; Withdrawal (Education)
IDENTIFIERS- *American Association of State Colleges and Univs

This report presents the results of a survey of member institutions of the American Association of State Colleges and Universities (AASCU) concerning administration views on student retention, and student retention and attrition and campus responses to this problem. Retention Activity Reports for each responding institution (N=183) are provided. Each activity report lists the target group, the retention activity, impacts on both the target group and institution, and initiation of action. Among the survey's findings are the following: (1) almost all member institutions had implemented programs or have been engaged in activities during the 1980s aimed at increasing retention; (2) entering (new) students remain the most frequently mentioned target group for retention activities; (3) problems most often encountered by AASCU institutions involved in retention activities are the same as those reported in the 1979 survey, but a higher percentage of AASCU institutions identify with each of the problems or retention inhibitors than was the case for four-year public institutions in the previous survey; and (4) AASCU respondents to this retention survey rate the importance of positive factors on their campuses, those associated with greater retention, in just about the same relative order as respondents from the four-year public institutions in the 1979 survey. Appendices include the survey instrument. (GLR)

ED 347 929   HE 025 692

Glickman, Carl D.; And Others
Facilitation of Internal Change: The League of Professional Schools.
SPONS. AGENCY- BellSouth Foundation, Inc. Atlanta, GA.; Department of Education, Washington, DC.
PUB DATE- Apr 92
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

The College Handbook for Transfer Students, 1993.
PUB DATE- 92
NOTE- 551p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- College Choice; *College Programs; Colleges; *College Transfer Students; Community Colleges; Higher Education; Program Descriptions; *Transfer Policy; Transfer Programs; Universities

This handbook is designed for college students transferring between colleges. The handbook treats those moving from a 2-year to a 4-year institution, those moving between 4-year institutions, moving from a 4-year to a 2-year college and those moving between 2-year colleges. The book brings together advice of college officials and students who have watched or experienced transfers. The guide outlines what needs to be done and when, explains the variables that come into play during transfer, and offers advice on planning and managing the transfer process. Included are descriptions of over 2,800 accredited 2- and 4-year colleges which include a general description of the college, transfer out data; fall 1991 transfer student profile; credit transfer, admissions requirements, deadlines, and selection criteria; special services for transfers, and annual expenses and financial aid. The descriptions are based on information supplied by approximately 2,900 institutions in the College Board's Annual Survey of Colleges, 1992-93. Arranged into two main sections the first explains the transfer process and offers advice for planning and decision-making. The second section contains the college descriptions grouped by state and listed alphabetically within each state listing. An alphabetical list of all colleges is included. (JB)

ED 347 949 HE 025 713

The College Handbook: Foreign Student Supplement, 1993.
PUB DATE- 92
NOTE- 280p.; For the College Handbook, see HE 025 709.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *College Admission; College Choice; *College Programs; Colleges; Community Colleges; *Foreign Students; Higher Education; Paying for College; Program Descriptions; *Student Financial Aid; Universities

This book is a guide to higher education in the United States for prospective foreign students. It is designed as a specialized supplement to "The College Handbook, 1993." The information in the guide is based on information supplied by approximately 2,900 institutions in the College Board's Annual Survey of Colleges, 1992-93. Part I, "Applying to College in the United States," offers general information on decision-making and the application process covering U.S. higher education systems, choosing colleges, college costs, comparing colleges, college requirements, when colleges decide, test information, and a glossary of college terms. Part II, "Information on U.S. Colleges and Universities," contains tables that offer information on 2,332 undergraduate and 884 graduate institutions in the United States listed alphabetically by state and covering enrollment data, applications requirements, student services, costs, credits, and financial aid. There are theories and models) and "private" knowledge (representing the artistic aspect of instructional design). The project spelled out such "private" knowledge explicitly. This report presents the knowledge representation mechanisms used in ID Expert and related implementation issues. It identifies the five main stages in the development of an expert system (problem identification, conceptualization, formalization, implementation, and testing). The problem identification phase of ID Expert development was performed by senior knowledge engineers from Teknowledge, Inc. The focus of this report is on the remaining four stages. An introduction to the project is provided in the first section, and the second presents a conceptual model of instructional design implemented in ID Expert. Section three presents the results of the conceptualization and formalization phases, and section four describes the results of the implementation and testing phases. (30 references) (GL)

ED 347 968 IR 014 891

Archives Library Information Center (ALIC) Notes, 1989-1992.
PUB DATE- 92
NOTE- 516p.
LANGUAGE- English
EDRS Price- EDRS Price - MF02/PC21 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reference Materials - Bibliographies (131),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Archives; Databases; Disabilities; Federal Legislation; *Information Sources; *Library Acquisition; Library Cooperation; Periodicals; *Reference Materials; Surveys; Use Studies
IDENTIFIERS- *National Archives Library DC

The Archives Library Information Center (ALIC) within the National Archives and Records Administration (NARA) collects printed material on archives, manuscripts, and records management. ALIC compiles a database of these materials, sources of archival services and supplies, and information on significant archival projects. "ALIC Notes" is a brief newsletter designed to share this information with the records community. Each issue generally consists of a 1-2 page newsletter accompanied by an "ALIC Acquisitions List" for the prior year, occasionally a bibliography on a specialized topic, and occasionally a list of journals and periodicals subscribed to by ALIC. This compilation includes 10 issues of "ALIC Notes" extending from November 1989 through September 1992. The appended "ALIC Acquisitions Lists" cover the period October 1988-June 1992. Among the specialized bibliographies are items on: "Bar Codes," "Moving," "Disaster Planning," "Management of Electronic Records," "Understanding Users and Use," "Administration of Preservation Programs in Archives," and "Marketing, Fees, and Volunteers." (WTB)

ED 347 969 IR 015 475

Education, Economics and TAFE Libraries. Proceedings of the National Conference of the Technical and Further Education National Section of the Australian Library and Information Association (2nd, Bundoora, Victoria, Australia, September 25-27, 1989).
PUB DATE- 90
NOTE- 83p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.

Effects of Levels of Personalization on Reading Comprehension.
PUB DATE- Feb 92
NOTE- 9p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology and Sponsored by the Research and Theory Division; see IR 015 706.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; High Schools; High School Students; *Intermode Differences; *Reading Comprehension; *Reading Improvement; *Reading Materials; *Student Motivation; *Teacher Developed Materials; Word Processing
IDENTIFIERS- *Personalized Stories

Personalization of word problems in mathematics has been used to increase student motivation and comprehension. Similar techniques may be effective in other disciplines. In the present study computer techniques allowed integration into stories of personalized referents from an inventory of student interests. Stories were produced at three levels of personalization for 26 students in the 9th, 10th, and 11th grades from a suburban high school in the southwestern United States. A randomized block design was used to determine the order for level of personalization presentation, and a quiz was administered after each story to assess student comprehension. Continuing motivation was assessed using a post project survey which included choice of the level of personalization to be used for a fourth story. Scores were analyzed using ANOVA. Achievement mean scores for the individually personalized treatment were higher than the mean scores for either of the other treatments and they were statistically significant. Results show that personalization of reading materials can increase student comprehension of materials read. (20 references) (Author/BBM)

ED 347 986   IR 015 723

Dwyer, Francis M.; Moore, David M.
Effect of Color Coding on Cognitive Style.
PUB DATE- Feb 92
NOTE- 10p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology and Sponsored by the Research and Theory Division; see IR 015 706.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Analysis of Variance; Aptitude Treatment Interaction; *Cognitive Style; *Color; *Field Dependence Independence; Higher Education; Individual Characteristics; *Instructional Effectiveness; Verbal Stimuli; Visual Stimuli
IDENTIFIERS- *Black and White Presentation

The purpose of this study was to examine the effect that coding (black and white or color) has on the achievement of students categorized as field dependent (FD) and field independent (FI) learners and to determine if there was any interaction between these variables (field dependency and color) across both visually and verbally oriented tests measuring different educational objectives. The subjects were 119 students enrolled in a basic educational psychology course at The Pennsylvania State University. They were classified as FD, field neutral

Kenny, Richard F.
The Generative Effects of Instructional Organizers with Computer-Based Interactive Video.
PUB DATE- Feb 92
NOTE- 24p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology and Sponsored by the Research and Theory Division; see IR 015 706. For a related paper, see ED 341 378.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advance Organizers; *Computer Assisted Instruction; Higher Education; *Hypermedia; Hypothesis Testing; Instructional Design; *Instructional Effectiveness; *Interactive Video; *Intermode Differences; Nursing Education; Recall (Psychology); Retention (Psychology)

This study compared the use of three instructional organizers--the advance organizer (AO), the participatory pictorial graphic organizer (PGO), and the final form pictorial graphic organizer (FGO)--in the design and use of computer-based interactive video (CBIV) programs. That is, it attempted to determine whether a less generative or more generative instructional organizer would most effectively facilitate learning and retention when used with this form of hypermedia. It was hypothesized that: (1) a PGO would be more effective in facilitating immediate recall than would either an AO or the equivalent FGO; (2) a PGO would be more effective in facilitating retention than the other two techniques; and (3) an FGO and an AO would not substantially differ from each other in their effect on immediate recall or retention. It was expected that the PGO would elicit a generative activity from the learner while the FGO and AO would depend on their nominal characteristics for any effect. The final study sample consisted of 61 university nursing students and faculty who were randomly assigned to three treatment groups. The CBIV program used presents two case studies in the nursing care of elderly patients with acute cardiac disorders using a structured discovery approach. They completed the first posttest (immediate recall) immediately after finishing the CBIV program and the second posttest (retention) one week later. Results did not support either of the first two hypotheses, and only partially supported the third; however, interview comments about the FGO emphasized its usefulness as an orientation tool; helpful as a guide to assessment and intervention decisions, and subjects in this group strongly outperformed the others on both posttests. A discussion of possible reasons for the unexpected results and suggestions for further research conclude this report. (41 references) (BBM)

ED 348 003 IR 015 740

Kester, Diane D.
Modeling the School System Adoption Process for Library Networking.
PUB DATE- Feb 92
NOTE- 11p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology and Sponsored by the Research and Theory Division; see IR 015 706. For the complete report, see ED 326 238.
LANGUAGE- English

DESCRIPTORS- *Adult Learning; Analysis of Variance; Animation;
  *Computer Simulation; Discovery Learning; Experiential
  Learning; Higher Education; Induction; Instructional
  Effectiveness; *Intermode Differences; Physical Sciences;
  Pretests Posttests; *Self Esteem; *Student Attitudes;
  Undergraduate Students
IDENTIFIERS- *Direct Instruction

The purpose of this study was to investigate the effects of interactive learning strategies in the form of visually-based, real-time computer simulations on inductive learning by adults in physical science. The subjects were 160 upperclass undergraduate students who were enrolled in an introductory computer education class. The computer based instruction (CBI) content of the tutorial and simulation activities involved the physics principles of Newtonian mechanics. All instruction was presented at an introductory level intended for novices with emphasis on concept formation and application rather than mathematics. Three data sources were studied: performance, as measured by student scores on a posttest; comprehension monitoring; and response confidence. All instruction and testing was administered by computer. Subjects were randomly assigned to one of the treatment groups and they completed the computer lessons individually. A 2X3 factorial design was used. Two levels of Tutorial (Yes, No) were crossed with three levels of Simulation (Structured, Unstructured, None). The simulation activities were provided immediately after each of the four lesson parts in the tutorial. Inductive learning strategies consisted of the two simulation conditions presented as the sole learning experience. The no simulation, no tutorial condition acted as the posttest-only control. It was found that, while students in the Structured Simulation/No Tutorial condition performed similarly to students who received direct instruction via the tutorial, the former did not feel as confident in their answers to specific posttest questions as the latter. Follow-up surveys with the students indicated that they felt very uncomfortable with the unstructured simulations, and it is suggested that a lack of confidence may be among the consequences of providing adult subjects with experiential learning approaches rather than direct instruction. (35 references) (BBM)

ED 348 020   IR 015 757

Russell, James R.; Stafford, Carl W.
Helping Faculty Develop Teaching Skills through Workshops.
PUB DATE- Feb 92
NOTE- 8p.; In: Proceedings of Selected Research and Development
  Presentations at the Convention of the Association for
  Educational Communications and Technology and Sponsored by the
  Research and Theory Division; see IR 015 706.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
  (141),Speeches, Conference Papers, "Papers Presented at..."
  (150)
DESCRIPTORS- *College Faculty; *Faculty Development; Higher
  Education; Instructional Design; *Instructional Improvement;
  Policy; Program Evaluation; Publicity; *Teaching Methods;
  Testing; *Workshops

This paper describes the teaching skills workshops at Purdue University (Indiana), which were originally developed in 1980 to train graduate assistants to teach college classes but are now being used by the faculty--instructors through full professors--to improve their teaching. It is noted that the

Education; *Hypermedia; Mathematics Instruction; Program Evaluation; Science Instruction; *Student Developed Materials; *Student Motivation
IDENTIFIERS- *Constructivism

Hypermedia was used to foster constructivism in science and mathematics learning in K-12 settings. It was hypothesized that students might more readily use primary information sources and texts if the goal were to create a hypermedia program. A consortium was formed of K-12 schools in central Iowa, their Area Education Agency (AEA), and the College of Education at Iowa State University, and 12 schools were chosen to participate in a project entitled Empowering Students with Multimedia. Inservice sessions were held for teacher/student production teams; teachers served primarily as content advisers and students became program designers. University personnel and AEA collaborators guided teachers and students, conducted inservice sessions, and provided technical advice. In every case, student producers created the program architecture and completed the content treatment for certain portions of the program. The teacher assisted by providing resources and clarifying questions of content. Remaining portions of each program were left in skeleton form so that other students could complete them. Finished programs were used by target students over a 3-month period. Informal comments, observations by teachers, and questionnaire responses from student producers indicated that they felt they learned more about the technology than about the content area, and that they enjoyed working alone or as part of a small design team although the project was time consuming. Teachers expressed enthusiasm for the motivational aspects of this approach. The project was considered successful enough that a second phase was undertaken in 1991-92. (BBM)

ED 348 038 IR 015 775

Wager, Walter; Mory, Edna
Feedback, Questions and Information Processing--Putting It All Together.
PUB DATE- Feb 92
NOTE- 12p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology and Sponsored by the Research and Theory Division; see IR 015 706.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; *Feedback; Instructional Design; Instructional Effectiveness; Literature Reviews; Models; Psychological Studies; *Questioning Techniques

This review of research on the effectiveness of adding questions to text materials to improve learning and the research on feedback posits that there is a connection between the findings in these two areas that can be viewed from an information processing perspective. A model of information processing taken from Gagne is used to organize the question and feedback effects. This model postulates features such as sensory registers, short-term memory, long-term memory, and an executive control mechanism. In addition to these internal processes, nine external events that can be made to influence the processes of learning: (1) gaining attention; (2) informing the learner of the objective; (3) stimulating recall of

PUB DATE- 92
NOTE- 66p.; Supersedes previous edition, ED 219 083. Loose-leaf, updated continuously. Section 2 of the ERIC Processing Manual (IR 054 276).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - General (130)
DESCRIPTORS- Copyrights; *Databases; Documentation; *Library Acquisition; Publications; Recordkeeping
IDENTIFIERS- *ERIC

Rules and guidelines are provided for the process of acquiring documents and journal articles to be considered for inclusion in the ERIC database. The differing responsibilities of the Government, the ERIC Clearinghouses, and the ERIC Facility are delineated. The various methods by which documentary material can be obtained are described. Sample solicitations are provided covering different situations. The need for proper recordkeeping and forms is emphasized and examples are given of form letters, reply cards, thank you notes, in-process records, scope overlap notices, reproduction release forms, etc. The systemwide list entitled "ERIC Acquisitions Arrangements" is described and its proper use specified. Acquisitions as it applies to the "Current Index to Journals in Education" is also covered. The use and preparation of the "Acquisitions Data Report" (ADR) for duplicate checking of incoming materials is also discussed. The "Submitting Documents to ERIC" brochure is reproduced. An index concludes the publication. (CRW)

ED 348 058 IR 054 279

Brandhorst, Ted, Ed.
Selection. ERIC Processing Manual, Section III.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 42p.; Supersedes previous edition ED 219 084. Loose-leaf, updated continuously. Section 3 of the ERIC Processing Manual (IR 054 276).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - General (130)
DESCRIPTORS- Databases; Documentation; *Evaluation Criteria; *Library Material Selection; Publications; *Quality Control; Reprography
IDENTIFIERS- *ERIC

Rules and guidelines are provided governing the selection of documents and journal articles to be included in the ERIC database. Selection criteria are described under the five headings: (1) Appropriateness of content/subject matter; (2) Suitability of format, medium, document type; (3) Quality of content; (4) Legibility and reproducibility; (5) Availability. It is emphasized that quality of content is ERIC's single most important selection criterion. Various types of documents are listed and grouped, for selection purposes, under the headings "Most Suitable," "Acceptable," "Unsuitable." Possible actions to remedy physical problems with otherwise acceptable documents are described. Factors to be considered when selecting documents of the following special types are covered in detail:

Education; *Instructional Improvement; *Interdisciplinary Approach; Program Costs; Program Effectiveness; Program Evaluation; Teacher Exchange Programs; Teacher Workshops; Technical Assistance; Two Year Colleges; *Undergraduate Study; Universities
IDENTIFIERS- *Learning Communities; *Washington

This compilation of materials represents the major activities of the Washington Center for the Improvement of the Quality of Undergraduate Education between 1985 and 1988. The volume includes: (1) a proposal to the Ford Foundation for funding to promote collaborative projects between two- and four-year colleges related to faculty development, enhancing coherence in the curriculum, and interinstitutional articulation; (2) reports to the foundation on Center activities, such as faculty exchanges, teacher seminars, the development of a guide to exemplary instructional improvement programs, and interdisciplinary programs at participating colleges; (3) a summary of expenditures; (4) interim and final reports by external evaluators; (5) information on evaluation methodology and instruments; (6) a list of Center committees; (7) sample newsletters; (8) a fact sheet on the Center; (9) a list of faculty exchanges; (10) information on the quarterly conferences held by the Center on learning communities, critical thinking, and thinking and writing; and (11) reports on curriculum development or learning community programs at Bellevue Community College, Fairhaven College at Western Washington University, North Seattle Community College, and Tacoma Community College funded with seed grants from the Ford Foundation. (AYC)

ED 348 076 JC 900 031

Partnership Development Fund: Keep America Working Project. West Hills Community College Mid-Term and Final Report.
SPONS. AGENCY- Sears-Roebuck Foundation, Skokie, Ill.
PUB DATE- Aug 89
NOTE- 115p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); *College School Cooperation; Community Colleges; Curriculum Development; *Educational Strategies; High Risk Students; High Schools; Models; Program Costs; Program Implementation; Two Year Colleges; *Vocational Education; Workshops
IDENTIFIERS- *West Hills Community College CA

With funding from the Keep America Working Project, the West Hills Community College (WHCC) District initiated efforts to establish a rural vocational/technical education curriculum partnership between the college and the major unified school districts in its service area. The project focused on improving the competencies of high-risk students, the development of articulation agreements, the feasibility of establishing a technical preparation associate degree program, and other means of better serving students and improving relations between WHCC and local high schools. This report on the project provides a brief overview and evaluation, followed by 11 extensive appendixes which outline various procedures involved in the partnership development process. Appendix A contains WHCC's revised implementation plan, which includes project objectives, work to be done, anticipated outcomes, a project timetable, an implementation strategy, and a summary of the charrette process used to involve members of the community, high schools, (particularly African Americans) were virtually absent from the transfer population. A discussion of the study's implications is included. (MPH)

ED 348 092 JC 920 388

Kelly, Dexter
Annual Information Digest. Los Angeles Community Colleges, 1989-90.
PUB DATE- May 91
NOTE- 162p.; Prepared by the Office of Research, Planning, and Analysis. For the 1988-89 digest, see ED 320 626; for the 1990-91 digest, see JC 920 389.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; College Programs; College Transfer Students; Community Colleges; Educational Finance; *Enrollment Trends; Expenditures; Multicampus Districts; Population Trends; School Demography; School District Size; School District Spending; *Student Characteristics; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Los Angeles Community College District CA

This databook provides information on the nine colleges in the Los Angeles Community College District (LACCD), California, for the 1989-90 academic year. Tables and graphs present data on community characteristics and attendance patterns, student and enrollment characteristics, instructional programs, student academic performance and articulation, special services, and fiscal and personnel resources. Both individual college and districtwide data are included. Highlighted findings for the district include the following: (1) the combined service area of the LACCD changed extensively in the past nine years, experiencing a population increase projected at 13%, the aging of the college-relevant population, increases in the proportion of Hispanic and Asian residents, and declines in the proportions of Black and White residents; (2) credit enrollment was 108,228 in 1989, up 3.1% from 1988; (3) average daily attendance districtwide was 55,742 for 1989-90; (4) in 1989, 21.0% of the district's entering students were first-time students, 15.1% were new transfers, 12.3% were returning students, and 51.6% were continuing students; and (5) the net general fund income for 1989-90 was $247.65 million. (JMC)

ED 348 093 JC 920 389

Kelly, Dexter
Annual Information Digest. Los Angeles Community Colleges, 1990-91.
PUB DATE- Jun 92
NOTE- 140p.; Prepared by the Office of Research and Planning. For the 1989-90 digest, see JC 920 388.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; College Programs; College Transfer Students; Community Colleges; Educational Finance; *Enrollment Trends; Expenditures; Multicampus Districts; Population Trends; School Demography; School District Size; School District Spending; *Student Characteristics; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Los Angeles Community College District CA

DESCRIPTORS- College School Cooperation; Community Colleges; *Cooperative Programs; *Distance Education; Economic Development; Educational Innovation; *Educational Television; Graduate Study; Higher Education; *Interactive Video; *Intercollegiate Cooperation; *Telecommunications; Two Year Colleges; Undergraduate Study
IDENTIFIERS- *West Kentucky Education Technology Cooperative

In 1986, Paducah Community College (PCC), a small rural college in western Kentucky, signed an agreement with Murray State University (MSU) to have MSU teach junior- and senior-level courses on the PCC campus. As costs became prohibitive for MSU, the two institutions began examining distance learning possibilities. At the same time, the seven area high schools were experiencing difficulty providing classes due to high costs. Together with the area high schools, PCC and MSU formed the West Kentucky Education Technology Cooperative. A feasibility study for distance learning approaches was conducted; it recommended a combination of microwave point-to-point locations and fiber optic systems. The T-1 multi-line telecommunications tool, provided by South Central Bell, brought the entire system into operation. In fall 1990, the first set of MSU courses was offered at PCC in math, nursing, business, education, and environmental health. To identify problem areas, student and instructor attitude surveys were completed at the end of the first year of operation. As a result of PCC's experience with distance learning technology, the University of Kentucky initiated a graduate center remote delivery system at PCC, offering graduate programs to support economic growth in the local community. In addition, PCC expanded its own interactive system to two other community colleges and activated programs at three of the original seven high school sites. All sites in the network are able to fully interact with any other site. On the PCC campus, a student can now earn a bachelor's degree, a master's degree, and a doctoral degree. A detailed cost analysis and a discussion of further applications of the telecommunications technology are provided. (PAA)

ED 348 110 JC 920 408

The Oklahoma PN/ADN Articulation Project Report.
PUB DATE- 1 Oct 91
NOTE- 72p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Articulation (Education); Associate Degrees; *Certification; Higher Education; Models; Nurses; Nursing; *Nursing Education; Practical Nursing; Program Implementation; *State Standards; *Statewide Planning; *Transfer Programs; Two Year Colleges
IDENTIFIERS- *Oklahoma

In response to a critical nursing shortage in the state of Oklahoma, the Oklahoma Practical Nursing (PN)/Associate Degree Nursing (ADN) Articulation Project Coordinating Committee was formed in spring 1990 to develop a proposal for program articulation. A curriculum matrix was designed and adopted for use by five regional subcommittees which conducted curriculum validation reviews comparing the PN curriculum to the first semester content of the ADN programs. In addition, a national survey was conducted of all Boards of Nursing and State Departments of Vocational-Technical Education soliciting information regarding statewide articulation agreements. A

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Numerical/Quantitative Data (110)
DESCRIPTORS- *College Graduates; Community Colleges; Comparative Analysis; Educational Attainment; Education Work Relationship; *Employment Patterns; Followup Studies; Graduate Surveys; Job Satisfaction; *Nurses; *Nursing Education; *Outcomes of Education; *Participant Satisfaction; Program Evaluation; Questionnaires; Relevance (Education); Salaries; Student Educational Objectives; Two Year Colleges; Two Year College Students; Vocational Followup
IDENTIFIERS- William Rainey Harper College IL

In 1990, a follow-up study of nursing program graduates was conducted at William Rainey Harper College (WRHC) in Palatine, Illinois, to examine their employment patterns, further education plans, and evaluate particular aspects of their WRHC experience. All 98 nursing students who earned 48 credit hours in 1990 were mailed questionnaires 1 year later. Study findings, based on a 98% response rate, included the following: (1) approximately 70% of the 96 respondents were employed full-time, and all of those working part-time were doing so by choice; (2) over half of the nursing alumni planned to return to school; (3) less than 6% of the respondents were not happy with their jobs; (4) the average salary of those working full-time was $28,675, which is higher than the average salary of $24,516 reported by 1988 graduates; (5) like previous nursing graduates, respondents felt they were well prepared in technical job skills and job knowledge, but did not feel well prepared with respect to job search skills and managerial skills; (6) three-quarters of graduates were working in hospitals; (7) among those employed in nursing-related fields, 24% were working in surgery, 16% in pediatrics, 16% in obstetrics, 15% in medicine, and 11% in cardiac; (8) the median length of time in their present jobs was 1 year, as compared to only 19% of the 1988 graduates who had worked for 1 year or more; (9) nearly 90% of the respondents reported that they were working the shift of their choice; and (10) nearly 20% of graduates were planning to pursue a degree in another field. Detailed data tables and the survey instrument are included. (PAA)

ED 348 127 JC 920 432

Lucas, J.; Meltesen, C.
Follow-Up Study of 1990 Harper College Career Alumni. Volume XX, No. 11.
PUB DATE- Jun 92
NOTE- 12p.; For the follow-up of 1988 career alumni, see ED 328 304.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Numerical/Quantitative Data (110)
DESCRIPTORS- Alumni; *College Graduates; *College Transfer Students; Community Colleges; Education Work Relationship; *Employment Patterns; Followup Studies; Graduate Surveys; *Outcomes of Education; Participant Satisfaction; Questionnaires; Two Year Colleges; *Two Year College Students; *Vocational Education; Vocational Followup
IDENTIFIERS- William Rainey Harper College IL

As part of an ongoing evaluation of the career programs at to the child at home; (2) the child's knowledge of the alphabet; and (3) parents' expectations for their child's reading success at the end of first grade. Parents or guardians of 226 children completed the CSRI in the November or December after the children entered kindergarten. Test reliability was confirmed by data obtained from a second completion of the CSRI by 26 randomly-selected caregivers the following April. Children's academic success was measured by teacher's judgments as indicated on promotion lists at the end of kindergarten and report cards at the end of first and second grade, and by scores on several standardized tests. Results indicated an average correlation of 0.49 between scores on the CSRI and children's school performance through the end of second grade. Children whose CSRI scores were low were more likely to exhibit poor academic performance than were children whose CSRT scores were high. The participating children were students in 11 elementary public schools in London, Ontario. A list of 48 references is provided. (BC)

ED 348 145 PS 020 659

Deuerling, Anne; And Others
A Study of Gender Perceptions of Young Children Using Language Classifications.
PUB DATE- Mar 92
NOTE- 19p.; Paper presented at the Annual Conference of the Southern Association on Children Under Six (43rd, Tulsa, OK, March 23-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *Elementary School Students; *Language Attitudes; *Preschool Children; Preschool Education; *Sex Differences; Sexism in Language; Sex Role; *Sex Stereotypes; Socialization

This paper reports a study of sex typing in children. A total of 213 preschool and elementary school children were asked to classify each of 20 words as a boy's word, girl's word, or either a boy's or girl's word. Words consistently classified by children as boys' words included "fighting," "hammer," and "blue." Words consistently classified by children as girls' words included "doll," "washing machine," and "crying." Words which were classified as equally boys' or girls' words included "swimming," "chair," and "pencil." Girls were less stereotypical in their responses than were boys. Elementary school boys were more stereotypical in their responses than were preschool boys. More consistent answers were given by elementary school students than by preschoolers, and by boys than by girls. A 12-item reference list is provided. A copy of the form used by the experimenters to record the children's responses is appended. (BC)

ED 348 146 PS 020 672

Quisenberry, Nancy L.
Elementary Education Curriculum Folio Guidelines for the NCATE Review Process: Basic Preparation.
PUB DATE- 92
NOTE- 36p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

ED 348 164 PS 020 738

Ikeda, Joanne P.; Mitchell, Rita
Food Choices for Good Health and Children and Weight: What's a Parent To Do?
SPONS. AGENCY- Extension Service (DOA), Washington, D.C.
PUB DATE- Mar 91
NOTE- 20p.; For a related document, see ED 339 542.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Body Weight; *Child Health; Children; *Eating Habits; *Food; Foods Instruction; *Health; Meat; *Nutrition; Parent Child Relationship; Physical Activities
IDENTIFIERS- Breads; Dairy Products; *Food Preparation; Food Selection; Fruits; Meal Patterns; Snacks; Vegetables

These two publications offer parents information on food choices for children and children's weight. The first publication is a guide that lists, for each of the five food groups, which foods should be eaten often, sometimes, or rarely in order to maintain good health. The food groups are: (1) milk and milk products; (2) meats, poultry, fish, eggs, beans, and nuts; (3) fruits and vegetables; (4) breads and cereals; and (5) sweets, fats, and snack foods. The guide also provides suggestions for preparing foods in ways that reduce fat in the diet. The second guide briefly lists eight practices that parents can undertake, and eight practices that parents should avoid, in their efforts to prevent their children from developing weight problems or to help their children grow into their natural weight. The practices relate to parental affection, eating habits, and physical activity. (BC)

ED 348 165 PS 020 744

Chattin-McNichols, John
Montessori Programs in Public Schools. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Admission Criteria; Cooperation; *Elementary Education; Enrollment; Instructional Materials; *Montessori Method; Preschool Education; *Public Schools; Student Responsibility; Teacher Education; *Teacher Shortage; Teaching Methods
IDENTIFIERS- ERIC Digests; Mixed Age Groups

The first Montessori school was founded in Rome in 1907. There was interest in Montessori's methods in the United States between 1910 and 1920, but these methods were forgotten until after 1950, when a second Montessori movement began in the United States. Some schools with Montessori programs are affiliated with the Association Montessori Internationale or the American Montessori Society. Most public elementary schools, however, have no such affiliation. Characteristics of elementary Montessori schools include: (1) students' involvement in individual or small group activity of their grade level, and Migrant Education Record Transfer System (MSRTS) student identification number. The form also includes space to fill in the family's expected destination and date of arrival. The directory contains the names, addresses, phone and fax numbers of key migrant contact people in the following eastern stream states where the forms are sent: (1) Alabama; (2) Connecticut; (3) Delaware; (4) District of Columbia; (5) Florida; (6) Georgia; (7) Kentucky; (8) Maine; (9) Maryland; (10) Massachusetts; (11) Mississippi; (12) New Hampshire; (13) New Jersey; (14) New York; (15) North Carolina; (16) Pennsylvania; (17) Puerto Rico; (18) Rhode Island; (19) South Carolina; (20) Tennessee; (21) Vermont; (22) Virginia; and (23) West Virginia. The directory provides more extensive information on Georgia, including a county-town index, a map, and areas served by four Migrant Education Agencies. (KS)

ED 348 184   RC 018 737

Haller, Emil J.; And Others
Small Schools and Higher Order Thinking Skills.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 92
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Achievement Tests; *Advanced Courses; High Schools; Mathematics Achievement; Middle Schools; Rural Education; *Rural Schools; Rural Urban Differences; *School Size; *Small Schools; Surveys; Thinking Skills; *Urban Schools
IDENTIFIERS- *Longitudinal Study of American Youth; Science Achievement

A review of the literature indicates that, compared to larger, urban schools, small, rural secondary schools have limited course offerings in mathematics and science; the review also indicates, however, that the achievement of students in small, rural schools is equivalent to or even higher than, that of students in larger, urban schools. Such an anomaly may be due to a mismatch of the conventional measurement of achievement outcomes and the neglect of higher-order cognitive skills taught in advanced courses offered only in larger schools. This study examines another possible explanation for the anomaly by focusing on the measures of higher-order thinking skills in science and mathematics. The data used in this study were collected beginning in 1987 by the Longitudinal Study of American Youth (LSAY), an on-going 4-year panel study of middle and high school science and mathematics education. The base-year sample consisted of 2,829 10th grade students from 51 randomly selected public schools. Survey instruments were completed by the sampled students, their teachers, and parents. Achievement tests that focused on mathematics and science knowledge and higher-order thinking skills were administered in the fall of 1987, 1988, and 1989. Zero-order statistics and regression analyses were performed with the data. Results of the study refute the hypothesis and indicate that while large schools offer more advanced courses than do small ones, those offerings appear to have no influence on student achievement and higher-order thinking skills. (LP) interpretation of culture. Reading a variety of literature helps students to understand the principles underpinning values and traditions of their own culture and the cultures of others. Studying the myths, legends, and songs of traditional Native literature helps readers understand contemporary Native literature and appreciate its differences from the mainstream. However, the accepted canons of literature exclude works by American Indians and Alaska Natives. Furthermore, the few literary works about Native Americans that have secured a place in the secondary school curriculum were written by non-Natives, are unauthentic, portray cultural information inaccurately, and perpetuate negative stereotypes. Over the centuries, the stereotypical Native American in literature has shifted from simple, superstitious child of God to blood-thirsty savage to noble savage to victimized dispossessed nomad. Non-Native writers today continue to portray Native people as the "other" when they acknowledge their existence at all. It is only by creating and widely circulating their own literature that Native peoples can become a part of the American "ourness" and take their rightful place in the American literary canon. It is time for secondary schools to introduce their students to the growing body of Native literature. This digest contains 17 references and suggested readings for secondary students. (SV)

ED 348 202 RC 018 910

Hodgkinson, Harold
The Current Condition of Native Americans. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Alaska Natives; *American Indian Education; *American Indians; Census Figures; *Demography; Elementary Secondary Education; Employment; Health; Higher Education; Population Trends
IDENTIFIERS- ERIC Digests; *Native Americans

This digest provides an overview of Native American demography, education, employment, and health conditions. In the 1990 census, 1.9 million Americans claimed American Indian status and over 5 million indicated Indian descent. About 637,000 lived on reservations or trust lands, while over 250,000 lived in cities. Half of Native Americans lived in 6 states and belonged to 10 of the over 500 U.S. tribes and bands. The Navajo reservation, by far the largest, had 143,000 residents. American Indians were about 7 years younger and had a fertility rate about twice the U.S. average (but the birthrate is not increasing). Infant mortality has decreased drastically in recent years, resulting in a large increase of young Natives. The Native death rate from alcohol-related causes was three times higher than in the general population. Native Americans on reservations and in rural areas have high unemployment and poverty rates, but many are starting new businesses. Tribal control or influence over elementary and secondary education of Indian children is increasing, and some public schools are becoming more responsive to the special needs of Indian students. There has been a major increase in Native American college attendance; attendance reached 103,000 in 1990, and the 24 tribal colleges have rapidly increasing enrollments. Native American world views differ markedly from European-based

Proctor, Adele
Articulatory and Acoustic Characteristics of Deaf Children's Speech Production: A Comprehensive Bibliography.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 91
NOTE- 22p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Acoustics; Articulation (Speech); *Deafness; Elementary Secondary Education; *Hearing Impairments; Speech; *Speech Therapy; Training Methods

The purpose of this comprehensive bibliography (approximately 200 items) is to facilitate the clinician's role in assessing and planning intervention for speech production of hard-of-hearing and deaf individuals. This set of references is alphabetized by separate categories that include articles, books, chapters in books and monographs. Consulting this set of references can expedite the work of literature searchers who are often required to supplement the speech analysis and subsequent treatment plans for the hearing-impaired individual. The references were carefully selected from a range of print and visual media. Materials that are easily accessible to clinicians and those that describe articulatory or acoustic characteristics and/or treatment recommendations for training in speech production met the primary criteria for inclusion in this reference list. References are dated from 1874 through 1991. (Author/DB)

ED 347 761 EC 301 378

Matilsky, Philip
Transition References: Annotated Bibliography.
PUB DATE- 91
NOTE- 119p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Community Services; *Disabilities; Educational Planning; Educational Practices; *Education Work Relationship; Individualized Education Programs; Job Development; Job Training; Normalization (Handicapped); Postsecondary Education; Residential Programs; Secondary Education; Student Development; Supported Employment; *Transitional Programs; Vocational Rehabilitation

This annotated bibliography of 467 references on transition for students with disabilities lists references alphabetically by author under the following categories: a general overview; transition individualized education programs; postsecondary versus school based objectives; parents, family, friends, neighbors; identifying community agencies: their roles and functions; integration and postsecondary transition; job development/placement; supported/supportive employment; preparing students for post-school options; financial issues/benefits; education and training options; residential, social, recreational options; transition planning: a best practices approach; normalization; and general and training documents. (DB)

ED 347 762 EC 301 379

Spiers, Elizabeth T.
Students Who Are Blind or Visually Impaired in Postsecondary Education.

Development, Current Status, and Need Research" (John L. D. Clark, Ray T. Clifford); "The ACTFL Proficiency Guidelines: An Update" (Judith E. Liskin-Gasparro); "Problems in Examining the Validity of the ACTFL Oral Proficiency Interview" (Lyle F. Bachman); "Legal Caveats on Communicative Proficiency Testing for Graduation Requirements or Teacher Certification" (Sally Magnan); "The Extension of Language Proficiency Guidelines and Oral Proficiency Testing to the Less Commonly Taught Languages" (David Hiple); "Application of the ILR-ACTFL Test and Guidelines to the Less Commonly Taught Languages (Ron Walton); "Bennett-Biersteker Model for Proficiency Profiling in African Languages" (Sally Magnan, Patrick Bennett); "Arabic-Specific Oral Proficiency Guidelines" (Ernest N. McCarus); "The Certificate of Dutch as a Foreign Language" (Jos Nivette); "Communicative Needs: The Case of Irish" (David Singleton); "Adapting ACTFL Proficiency Guidelines to Russian" (Irene Thompson); "Application of the ILR-ACTFL Test and Guidelines to Indonesian (John U. Wolff); "Testing Listening Comprehension in the Context of the ACTFL Proficiency Guidelines (Dan Douglas); "The Problem of the Target Model in Proficiency-Oriented Foreign Language Instruction: (Albert Valdeman); "Four Challenges for Proficiency: Comments from within the AEI Proficiency Framework" (Pardee Lowe, Jr.); "Features of Pragmatic and Sociolinguistic Competence in the Oral Proficiency Interview" (Heidi Byrnes); "The Role of Grammar in the Development of Communicative Ability" (Nina Garrett); "What Price Grammar" (Simon Belasco); "L2 Vocabulary Acquisition" (Susan M. Gass); "Issues in Establishing and Maintaining a Language Proficiency Requirement (Barbara F. Freed); "Developing and Implementing Proficiency Oriented Tests for a New Language Requirement at the University of Minnesota (Dale L. Lange); and "Evaluation of Foreign Language Proficiency: Synthesis" (G. Richard Tucker). Individual presentations or group of presentations are followed by reaction/response papers, comments, and a summary of the discussion session.

ED 347 781 FL 017 650

Passage: A Journal of Refugee Education. 1988.
SPONS. AGENCY- Department of State, Washington, DC. Bureau of Refugee Programs.
PUB DATE- 88
NOTE- 106p.; Ceased publication with this issue. For previous years, see ED 254 099, ED 273 096-101, and ED 289 343.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Acculturation; Bilingual Education; Classroom Techniques; Cognitive Style; Communicative Competence (Languages); Course Descriptions; *Cross Cultural Training; Cultural Education; *English (Second Language); Foreign Countries; Language Laboratories; Multimedia Instruction; Recreational Facilities; *Refugees; Science Instruction; Second Language Instruction; Simulation; Student Motivation; Teacher Education; Teaching Assistants; Vocabulary Development; Vocational Adjustment; *Vocational Education; Work Experience Programs; Young Adults
IDENTIFIERS- *Asians; Content Area Teaching

This combined theme issue contains articles on the following topics: science and the communicative classroom; educational and recreational facilities in the Phanat Nikhom, Thailand refugee camps; learning styles; use of visual aids for language teaching; whole language methods for second-language writing instruction; bilingual cultural orientation; training assistant dangerously mistaken, particularly where it leads to the abandonment of Standard English as a model for learners. It is shown how this view is mistaken by: (1) citing recent British thinking on the relationship of varieties of English to the standard language; and (2) by presenting a taxonomy of varieties of English that distinguishes between ethnopolitical and linguistic labels for varieties. It is further argued that to displace Standard English from the center of attention is to deny learners access to the wider world of international communication. (JL)

ED 347 805 FL 019 475

Kachru, Braj B.
World Englishes and Applied Linguistics.
PUB DATE- 91
NOTE- 29p.; In: Tickoo, Makhan L., Ed. Languages & Standards: Issues, Attitudes, Case Studies; see FL 019 461.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Applied Linguistics; *English (Second Language); Foreign Countries; *Language Standardization; Language Variation
IDENTIFIERS- *World Englishes

This paper addresses the issue of the relationship between World Englishes (WE) and applied linguistics. The diffusion of English is seen in terms of three concentric circles: the Inner Circle (first-language varieties, e.g., the United States, United Kingdom), the Outer Circle (English-as-a-Second-Language varieties), and the Expanding Circle (English-as-a-Foreign-Language varieties). The discussion is essentially restricted to the Outer Circle in which the institutionalized non-native varieties of English are used in multilingual and multicultural contexts, and focuses on four major issues, including: theoretical, applied, societal, and ideological. The paper is divided into the following sections: ontological issues; conflict between idealization and reality; acquisition and creativity; the "leaking paradigms"; cultural content of English; ideological change; where applied linguistics fails the Outer Circle of English; and types of fallacies about WEs. (Author/JL)

ED 347 806 FL 019 476

Kachru, Braj B.
Liberation Linguistics and the Quirk Concern.
PUB DATE- 91
NOTE- 22p.; In: Tickoo, Makhan L., Ed. Languages & Standards: Issues, Attitudes, Case Studies; see FL 019 461.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *English (Second Language); Foreign Countries; *Language Standardization; Policy Formation; *Public Policy
IDENTIFIERS- *Quirk (Randolph)

This paper addresses the concerns of Sir Randolph Quirk, former President of the British Academy and founder of the Survey of English Usage, regarding current paradigms used for describing various issues related to the diffusion of English in the global context. The historical context for these concerns is provided, a discussion of these concerns in terms of myths and multilingual realities is presented, and the application of via a computerized database; (4) the offerings of local universities, polytechnics, and colleges of further education; and (5) advice and referral services, such as the Centre for Information on Language Teaching and Research and the Institute of Linguists. Names, addresses, and telephone numbers for these resources are appended. Contains 8 references. (LB)

ED 347 829 FL 020 493

Barnes, Gregory A.
A Model for Effective Staff Development.
PUB DATE- 7 Mar 92
NOTE- 14p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (26th, Vancover, British Columbia, Canada, March 4-7, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *English (Second Language); Evaluation Criteria; *Interprofessional Relationship; *Language Teachers; Models; *Performance Factors; *Professional Development; *Staff Development

A broad range of literature on staff development, an important component of intensive English programs (IEPs) is reviewed, and an interactive staff development model is proposed. The model calls for three layers of staff as defined in TESOL's Statement of Core Standards--Administrative, Instructional, and Support--that may mutually enhance one another's professional growth. Four assumptions are questioned: (1) staff development has as its first goal the promotion of institutional effectiveness, not the individual's career advancement; (2) staff development requires a specialist; (3) staff development means inservice training and has a structured program; and (4) staff development is something done for subordinates. The interactive model includes the following components: performance review, indirect review, demonstrations, task collaboration, modeling, and specialized tasks. Examples of reciprocal behaviors and activities are provided from one person's experience in establishing an IEP during the past 3 years. Contains 12 references. (LB)

ED 347 830 FL 020 494

McGrath, Michelle Marie
Writing before Speaking: How the Dialogue Journal Stimulates Conversation.
PUB DATE- May 92
NOTE- 108p.; M.A. Thesis, Biola University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Bilingual Students; *Classroom Communication; *Dialog Journals; Dialogs (Language); English (Second Language); Hearing Impairments; *Language Skills; Learning Disabilities; Limited English Speaking; *Oral Language; Questionnaires; Speech Skills; Student Journals; Teaching Methods; *Writing Exercises

The dialogue journal procedure, which involves written turn-taking between a teacher and a student, is examined in terms of how the journal process can prepare students for later oral communication. The use of the dialogue journal with four in several developing countries. The case of the Yoruba people of southwestern Nigeria is used as an example. Two points are addressed: the question of the usefulness of specific aspects of the elements of health in these cultures for mass public health education and treatment, and the theoretical contributions that the ontology of health in an indigenous culture can make to the overall conception of what constitutes health care in both developing and developed countries. The Yoruba culture is discussed in terms of the three types of "ogbon" or wisdom (law, custom/tradition, and taboos) that their ancestors employed to ensure order and longevity. It is suggested that even though English may be used to deliver public health in the urban centers, it may still be necessary to retain the use of original Yoruba terms. It is concluded that health has three dimensions--the political, social, and individual or personal--and that health involves an interwoven or interdependent sense of social and individual responsibility. (LB)

ED 347 850 FL 020 653

Instructional Conversations. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 92
NOTE- 3p.; Based on a report published by the National Center for Research on Cultural Diversity and Second Language Learning.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Conversational Language Courses; *Discussion (Teaching Technique); Elementary Secondary Education; Instructional Innovation; Language Skills; Limited English Speaking; *Second Language Learning; *Teacher Student Relationship; *Teaching Methods
IDENTIFIERS- ERIC Digests; *Instructional Conversation

Given recent research that encourages more frequent use of the discussion method in teaching, this digest reviews the role of instructional conversations (ICs) in second language learning. ICs, instructional in content and conversational in quality, offer natural and spontaneous language interactions that are free from the didactic characteristics normally associated with formal teaching. ICs also are more in line with a shift toward a "constructivist" curriculum with students expected to actively construct their own knowledge and understanding, and with the teacher playing a role as facilitator of learning. Elements important in the IC model are as follows: thematic focus; activization and use of background and relevant schemata; direct teaching; promotion of more complex language and expressions; promotion of bases for statements or positions; fewer "known-answer" questions; responsiveness to student contributions; connected discourse; challenging, but non-threatening, atmosphere; and general participation, including self-selected turns. ICs appear to be particularly suited to certain educational goals, such as analysis of literary or historical themes, learning and understanding complex concepts, mathematical reasoning, applying quantitative understandings, considering various perspectives on issues, and oral or written composition. Contains 12 references. (LB)

ED 347 851 FL 020 749

Voght, Geoffrey M; Schaub, Ray

History; Higher Education; Immigrants; *Philanthropic Foundations; *Politics of Education; Public Relations; *Racial Bias; *School Community Relationship; School Involvement; Universities; Urban Universities; Womens Education

This annual compilation contains six papers depicting a complex array of relationships which have historically existed between the higher education academy and the community. These relationships reveal mutual involvement, dependence, support, and conflict. In "The University of Padua 1405-1600: A Success Story," (Paul F. Grendler) the beneficial, cooperative relationships between the Venetian ruling class and the university are revealed. Next, "When Professors Had Servants: Prestige, Pay, and Professionalism, 1860-1917" (W. Bruce Leslie), looks at turn of the century town-gown relations at four American colleges. The development of municipal higher education and female education are addressed in "Subway Scholars at Concrete Campuses: Daughters of Jewish Immigrants Prepare for the Teaching Profession, New York City, 1920-1940" (Ruth Jacknow Markowitz). A case of town-gown conflict in the 1930s is examined in "Politics, Science, and Education in New Mexico: The Racial-Attitudes Survey of 1933" (Lynne Marie Getz). In "The Gender Effect: The Early Curricula of Beloit College and Rockford Female Seminary" Lucy Townsend shows how a community intervened when a college board of trustees failed to live up to its mission. The last paper, "Toward a Political History of American Foundations" (David C. Hammack) reviews three books which question the claim that philanthropic foundations represent community interests to universities and colleges. (GLR)

ED 347 871 HE 025 609

Johnson, David W.; And Others
Cooperative Learning: Increasing College Faculty Instructional Productivity. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 92
NOTE- 3p.; For full report, see ED 343 465.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- College Faculty; *College Instruction; *Cooperative Learning; Group Activities; Group Discussion; *Grouping (Instructional Purposes); Higher Education; Instructional Effectiveness; *Student Participation; Teacher Effectiveness; Teacher Role; Teaching Methods
IDENTIFIERS- ERIC Digests; *Learning Groups

This ERIC digest looks at how college faculty can use cooperative learning principles to ensure that students actively create their own knowledge and work together to achieve shared learning goals. The first section describes cooperative learning and recommends training professors to apply an overall system to build cooperative activities, lessons, and strategies. The following section discusses concrete ways in which to implement cooperative learning organized around three approaches: (1) formal learning groups which last for various lengths of time to complete a specific task or assignment; (2) informal learning groups which are temporary, ad hoc groups which last for only one discussion or one class period; and (3) base groups which are long-term, heterogeneous cooperative learning groups with stable membership whose primary responsibility is to provide each student the support, This book presents case studies of the Women's Studies programs at seven institutions of higher education in the United States focusing on how and what students learn in Women's Studies programs. An introduction describes the development of Women's Studies as an academic discipline, the recent criticism of such programs, the development of the project to study this area, questions generated during the project about student learning, the importance of institutional context for each case study, and institutional challenges generated at some sites. The body of the book presents a chapter for each institution detailing the scope, goals, learning skills, and structure of that institution's program. Many of the program descriptions touch on the development of the program at that institution, the general institutional climate and technical notes on conducting the case study at that site. The chapters are as follows: (1) "Introduction"; (2) "University of Colorado: Personalized Learning" (Marcia Westkott and Gay Victoria); (3) "Lewis and Clark College: A Single Curriculum" (Laurie Finke and others); (4) "Old Dominion University: Making Connections" (Anita Clair Fellman and Barbara A. Winstead); (5) "Wellesley College: Counting the Meanings" (Rosanna Hertz and Susan Reverby); (6) "CUNY-Hunter College: Feminist Education" (Michele Paludi and Joan Tronto); (7) "Oberlin College: Self-Empowerment and Difference" (Linda R. Silver); (8) "University of Missouri-Columbia: For Women's Sake" (Mary Jo Neitz and Michelle Gadbois); and (9) "Conclusion." Most chapters include extensive references. (JB)

ED 347 891 HE 025 654

Statistical Profile of Higher Education in West Virginia, 1991-92.
PUB DATE- Feb 92
NOTE- 207p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - General (140)
DESCRIPTORS- *College Faculty; Colleges; Community Colleges; Comparative Analysis; *Degrees (Academic); *Educational Finance; *Enrollment Trends; Full Time Faculty; *Higher Education; Part Time Faculty; Private Schools; Public Schools; *Teacher Salaries; Trend Analysis; Two Year Colleges; Undergraduate Study; Universities
IDENTIFIERS- *West Virginia

This report presents statistical data on the enrollment, degrees conferred, faculty, and financing of 26 West Virginia public and private higher education institutions. Five and 10-year trends show enrollment growth and progress in such areas as student access and diversity. Among the tables providing data are the following: (1) full-time equivalent and credit headcount enrollment, and credit students by ethnicity for the fall 1991-92 academic year; (2) degrees conferred by level of degree, gender and programs; (3) degrees and programs offered by public and private institutions, and undergraduate teachers certifications; (4) academic rank and highest degree held by full-time instructional faculty for fall 1991-92; (5) full-time instructional faculty broken down by gender, ethnicity, tenure, age; and (6) full-time faculty average 9-month timeframe salary breakdowns by academic rank, by highest degree held, and for full-time-equivalent instructional faculty. Also provided is a summarization of current fiscal operations of the State College and University Systems of West Virginia that is drawn from financial reports completed by each institution shortly after the close of the fiscal year. (GLR)

NOTE- 18p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (11th, Ypsilanti, MI, March 25-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Business Administration Education; *Data Collection; *Economic Change; Economic Climate; Economic Status; Foreign Countries; Higher Education; Instructional Materials; Interviews; *Merchandising; Politics; *Program Development; Research; *Retailing; Visual Aids
IDENTIFIERS- *Michigan State University; *Poland; USSR

This paper examines the development of the Merchandising Management Program at Michigan State University and the development of a teaching module which focuses on the shifting economies in eastern Europe, particularly Poland, as they change from command to market economies. An overview of Polish retail trade required the development of a study to gain baseline data for the module because of the lack of current information. Also, a step-by-step process is given on how this baseline information was collected and processed, including trips to Moscow, Warsaw, and Katowice (Poland) to conduct interviews with retail owners/managers/directors and government officials. The interviews assisted in comparing retailing under the new economic approach with that of the old. Creation of the module also involved summarization of the data collected and the creation of visual materials for classroom presentation. Appendices include the questionnaire used in data collection, and the pretest used to determine the student's existing knowledge of Poland and the former Soviet Union. Contains 12 references. (GLR)

ED 347 911 HE 025 674

Hayden, Brad
Developing International Student Internships.
PUB DATE- 26 Mar 92
NOTE- 14p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (11th, Ypsilanti, MI, March 25-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Business Administration Education; Colleges; *Cooperative Programs; *Educational Cooperation; Higher Education; *Internship Programs; Negative Attitudes; *Professional Education; School Business Relationship; Universities

This paper argues that graduating business students from institutions of higher education must be better equipped to deal with a changing world and be provided with the skills necessary to compete in a world moving towards market globalization. To do this, it is suggested that direct alliances with business and government sectors by means of internship programs are necessary. Excerpts from a literature review show business schools across the country leading the way in introducing internship-type approaches to learning and becoming more globalized in their curriculum as a result. However, large-scale encouragement for campus-wide internship programs is not evident, possibly due to a lack of a direct

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Colleges; Educational Change; Elementary Schools; Elementary Secondary Education; *Governance; Helping Relationship; Higher Education; *Institutional Administration; *Institutional Cooperation; *Instructional Development; *Interschool Communication; *Organizational Change; Organizational Communication; Research Methodology; Secondary Schools; Universities
IDENTIFIERS- *League of Professional Schools GA

This paper reports on a study of the sources and characteristics of facilitation of internal change in schools successful in the implementation of the League of Professional School's core premises of shared governance, schoolwide educational/instructional focus, and action research. First, an assessment is presented of an analysis of all League schools' governance processes, implementation of instructional initiation, and action research that is done every year by League associates. Next, an additional analysis is provided that determines what have been the schools' sources and types of facilitation and compares these differences with the degree of implementation of these three premises. Results are examined within seven themes: (1) non-political climate (at meetings in schools, with other schools) to explore ideas; (2) exchange with other schools and people about research, ideas, and actions about educational renewal; (3) tendency to be inclusive and involve all faculty in governance and participation; (4) tendency to be inclusive as defined by including new and additional faculty in League conferences and meetings; (5) ability to work with or around the district in making school based decisions; (6) use of time (for schoolwide planning, deciding, and revising) as validation of important work; and (7) ability to ask for help and assistance (to call others, to ask help of each other, to visit others, and to ask others to come to the school). (GLR)

ED 347 930 HE 025 693

Rudnitski, Rose A.
Through the Eyes of the Beholder: Breaking Economic, Ethnic, and Racial Barriers to Parent Involvement in a School-University Partnership.
PUB DATE- 20 Apr 92
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Role; *College School Cooperation; Educational Principles; Elementary Education; Elementary Schools; Elementary School Students; Ethnic Groups; Higher Education; Inner City; Literature Reviews; Minority Groups; *Parent Participation; *Parent School Relationship; Principals; Program Descriptions; Socioeconomic Status; Urban Education; *Values Clarification
IDENTIFIERS- Holmes Group; Parent Teacher Association; Trinity University TX

This paper examines parental involvement, regardless of socioeconomic status and ethnic or racial differences, in a school-university partnership in an elementary school in San Antonio, Texas, where the Alliance School is involved in a partnership with a local Holmes Group university. First separate listings for colleges offering undergraduate degrees (associate, bachelor's) and institutions offering graduate degrees (master's doctoral, first professional). There follows a listing, by state, of colleges offering conditional admission based on English-language proficiency. A directory of colleges lists colleges alphabetically providing address and telephone numbers. A final section lists sources of information and advising services available in foreign countries. (JB)

ED 347 950 HE 025 715

Crawford, Beth S.; Kreidle, Ann M.
Black South Africans in the United States: An Analysis of Their Educational and Practical Training Experiences.
PUB DATE- 28 Apr 92
NOTE- 47p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Apprenticeships; Black Attitudes; *Black Students; *College Students; Educational Environment; Foreign Students; Higher Education; *Satisfaction; *Student Attitudes
IDENTIFIERS- *South Africans

A study was done of the experiences of Black South Africans who came to the United States for education and training. The research studied 140 individuals who participated in two programs between 1980 and 1991. Data were collected from the student files and from standard university data from "Profiles of American Colleges" by Barron's Educational Series. The study focused on three outcomes: personal and academic satisfaction and academic achievement. The results indicated that, in general, satisfaction ratings were high with regressional analysis showing that the less satisfied degree candidates included male students, married students, and those at low-cost universities. Undergraduates preferred a rural location and graduate students preferred warm climates. Female undergraduates demonstrated higher levels of academic achievement, while all graduates performed better in cold climates. Results also indicated that for those obtaining practical experience, a good mentor was the most important factor. A qualitative analysis showed that program participants gained self-confidence and maturity . Degree candidates sensed a coldness from Americans and were surprised to find racism in the United States. Those obtaining practical training recount eye-opening experiences as a result of meeting and observing counterparts. They hope to incorporate these innovative teaching techniques or progressive management styles into their work places back home. Included are five tables and seven appendixes with additional information. (11 references) (JB)

ED 347 951 HE 025 716

Tornquist, Kristi; And Others
Firm Utilization of University Scientific Research.
PUB DATE- 24 Apr 92
NOTE- 53p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aerospace Industry; *Computers; Electronics

PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Libraries; Accountability; *Change Strategies; Continuing Education; Cost Effectiveness; *Economic Impact; *Educational Finance; Foreign Countries; Higher Education; Industrial Training; Learning Resources Centers; *Lobbying; Productivity; *Public Policy; Technical Education
IDENTIFIERS- *Australia; *TAFE (Australia)

Seven papers address future directions that the member libraries of the Technical and Further Education (TAFE) National Section of the Australian Library and Information Association can pursue to respond to a changing environment characterized by declining public funds; the need to fulfill some of the major requirements of the government's economic strategies; the current industrial agenda; and the move towards involving TAFE in direct industry training. The papers are: (1) Keynote Address: "Productivity Gains in Education: Pressures for Reforms in TAFE" (Peter E. F. Kirby); (2) "Lobbying for Results" (Warren Horton); (3) "Educational Quality" (Eric Lund); (4) "What Happens to People in All This?" (Margaret Cameron); (5) "Managerialism, Vocational Education and Training and TAFE Libraries in Queensland" (Alex Cutts); (6) "Looking Elsewhere for Funds" (Pat Stewart); and (7) "Professions and the Politics of Public Policy" (John Power). Appendices contain the conference program, a list of participants, a conference evaluation questionnaire with a tally of the final results, a report on a guidelines workshop, and a case study exercise for developing a learning resource center at a fictional large, multi-purpose college that is facing funding cuts. (KRN)

ED 347 970 IR 015 706

Simonson, Michael R., Ed.; Jurasek, Karen A., Ed.
Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology and Sponsored by the Research and Theory Division (14th, Washington, D.C., February 5-9, 1992).
PUB DATE- Feb 92
NOTE- 970p.; For the individual papers, see ED 335 000, ED 343 570, ED 345 697, IR 015 707-710, and IR 015 712-778. For the 1991 proceedings, see ED 334 969.
LANGUAGE- English
EDRS Price- EDRS Price - MF07/PC39 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- Adoption (Ideas); Attitudes; Cognitive Processes; *Computer Assisted Instruction; Computer Simulation; Critical Theory; Distance Education; Elementary Secondary Education; Ethics; *Feedback; Higher Education; High Risk Students; *Hypermedia; *Instructional Design; Interactive Video; Intermode Differences; Learning Strategies; *Media Research; Metacognition; Research Methodology
IDENTIFIERS- Channel One; Learning Environments

The papers in this collection of 71 individual papers and 3 symposiums represent some of the most current thinking in educational communications and technology. For the first time, a selected number of development papers sponsored by the Division for Instructional Development are included. Topics discussed include the effects of various conditions on the learner and learning, including aptitude treatment interactions; learning strategies; teacher planning; instructional design and development; teaching strategies; the teacher's role; teacher education; research methodology; networking; computer-assisted instruction; hypermedia; distance

(FN), or FI based on their performance on the Group Embedded Figures Test (GEFT), and randomly assigned to two treatment groups. The subject content consisted of 2,000 word instructional booklet on the anatomy and functions of the human heart with 19 illustrations designed to illustrate content being presented verbally. The illustrations were in black and white for treatment group I, and in color for Treatment II. After interacting with their respective instructional treatments, each student received two visually oriented criterion tests and two verbally oriented tests. The results of the study indicate that the concept of field dependence/field independence is an important instructional variable in the teaching-learning process. Color coding was also found to be an effective instructional variable for maximizing the information processing acquisition level for field dependent learners on the types of criterion measures employing visually oriented tests used in this study. However, on verbally oriented tests, color coding was not found to be an effective instructional variable for maximizing the information processing acquisition levels across all levels of field dependence. Study data are reported in 4 tables and 11 references are listed. (BBM)

ED 347 987 IR 015 724

Earle, Rodney S.
The Use of Instructional Design Skills in the Mental and Written Planning Processes of Teachers.
PUB DATE- Feb 92
NOTE- 17p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology and Sponsored by the Research and Theory Division; see IR 015 706. For a related paper, see IR 015 707.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Graduates; Educational Background; *Elementary School Teachers; Elementary Secondary Education; Graduate Surveys; Higher Education; Information Utilization; *Instructional Design; *Secondary School Teachers; *Theory Practice Relationship
IDENTIFIERS- *Teacher Planning; University of North Carolina Wilmington

This study focuses on the relationship between teacher mental planning and instructional design (ID) skills for the graduates of the teacher education program at the University of North Carolina at Wilmington (UNCW), which has had a two-semester sequence in instructional design (ID) and evaluation since 1976. The two courses are designed to provide the students with a practical, systematic process to use when planning instruction, together with the necessary ID principles and skills for producing technically sound, teacher delivered instruction. Recent graduates (1980-1990) from the undergraduate preservice teacher education program were asked to respond to a four-part survey which covered demographics, general information, yearly planning, and daily planning. Similar questions addressed each aspect of planning. A randomly selected group received two surveys with instructions to share one with colleagues who had not graduated from UNCW. The second phase of the study involved interviewing teachers in more detail to flesh out the initial findings from the survey and to explore further the process of mental planning. It was found that teachers plan in different time frames with varying

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adoption (Ideas); *Change Strategies; Elementary Secondary Education; Guidelines; Learning Resources Centers; *Library Networks; Library Planning; *Models; Questionnaires; School Districts; School Libraries; School Surveys; Shared Resources and Services

This study developed a preliminary model of the stages of school system participation in library networks and identified the major activities for each stage. Constructed from a study of the literature on innovation adoption and diffusion, observation, and informal interviews, the model is composed of four primary aspects: technological support, financial support, human support, and activities and applications. Within each aspect, anticipated events in each of the three stages of participation in a network are identified. The population for the study included school systems in one or more of three types of networks: OCLC vendors, state regional multitype networks, and statewide school networks. A questionnaire based on the preliminary stage model was mailed to a random sample of 674 school systems in 17 states; usable responses were received from 362 school districts in 13 states. Descriptive statistics were used to provide a profile of the respondents by state, type of network, position of respondent, size of school district, school type, and level of involvement in a network. Chi-square and gamma coefficient tests were performed on each variable in the questionnaire in relation to the level of involvement reported by the respondents, and 16 of the 19 variables in the model tested significant. When analyzed by type of network (school vs. OCLC), 11 events tested as significant. Research support for the general activities leads to the conclusion that this model can serve as a guide to understanding the process and provides a pattern for other school systems to follow as they explore resource sharing. It is noted that events in each phase will differ depending on local support, and that movement will be a gradual transition as schools move into a shared resources environment. (2 references) (BBM)

ED 348 004 IR 015 741

Knupfer, Nancy Nelson; And Others
Educational Computing: Social Considerations. A Symposium.
PUB DATE- Feb 92
NOTE- 16p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology and Sponsored by the Research and Theory Division; see IR 015 706. For the 1991 symposium on educational computing, see ED 334 990.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Software; *Computer Uses in Education; *Copyrights; Curriculum Development; Distance Education; *Educational Change; Educational Technology; Elementary Secondary Education; Political Influences; Postsecondary Education; Science and Society; Socioeconomic Influences; *Teacher Role; *Teaching Methods

Three of four related papers presented at this symposium are included in this collection together with a brief descriptive workshops have been successfully modified for use with different audiences and under varying time constraints. This description provides brief descriptions of the 10 90-minute sessions that are offered: (1) Student-Teacher Relationships; (2) University Policies and Procedures Related to Teaching; (3) Designing Instruction; (4) Lecturing Techniques; (5) Audio-Visual Techniques; (6) Micro-Teaching Exercise; (7) Discussion Techniques; (8) Developing Tests; (9) Scoring Tests and Assigning Grades; and (10) Evaluation Instruction. Four primary techniques for advertising the workshops are described, i.e., the CIS Newsletter, the university channel on the local cable television system, direct mail, and word of mouth. Procedures and materials used in conducting the workshops are discussed, and five methods used to evaluate the workshops are listed: verbal comments by participants, session evaluation forms, course and instruction evaluation (Likert-type items with statements about the instructors, materials, media, and content), small group instructional diagnosis, and an open-ended rating scale. Also described are follow-up activities, formal reviews of the workshops, and modification of individual workshops to meet specific needs and requests. Copies of the continuity sheet for workshop facilitators, the session evaluation form, and the small group instructional diagnosis form are appended. (6 references) (BBM)

ED 348 021   IR 015 758

Savenye, Wilhelmina C.
Alternate Methods for Conducting Formative Evaluations of Interactive Instructional Technologies.
PUB DATE- Feb 92
NOTE- 30p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology and Sponsored by the Research and Theory Division; see IR 015 706.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Evaluation Research; *Formative Evaluation; Hypermedia; Instructional Development; *Instructional Effectiveness; *Interactive Video; Literature Reviews; Microcomputers; Models; Multimedia Instruction; *Research Methodology

This paper argues that formative evaluation of instruction, which is generally agreed to be critical for instruction in any medium, is even more crucial when the instruction is to be delivered by interactive technologies such as computers, interactive video, hypermedia, or the various forms of interactive multimedia systems. It begins by discussing formative evaluation as a formal step in instructional development models, noting that the models rarely specify where in the process such evaluation should take place. The foundational assumptions and biases of the paper are then discussed, including the current controversy over qualitative and quantitative research and various issues involved in selecting the research methods to be used. Several types of data collection and analysis methods that can be used to answer important questions concerned with interactive instructional technologies are considered, and the use of a method that is appropriate to answer the particular evaluation questions involved is advocated. A discussion of the benefits of prerequisite learning; (4) presenting the stimulus material; (5) providing learning guidance; (6) eliciting the performance; (7) providing feedback about performance correctness; (8) assessing the performance; and (9) enhancing retention and transfer. It is argued that questions and feedback may serve different functions according to which event of instruction--that is, which internal process--they are being used to enhance. The various roles that questions can serve in the learning process are discussed in the context of each of the nine external events, and it is postulated that feedback also serves different purposes at different stages in learning. Some examples of how the role of the question might determine the appropriate type of feedback are provided in a table. It is suggested that, in order to determine the "best" type of feedback in a given situation, one has to take into consideration the purpose of the feedback as well as the type of question, the stage of information processing, and conditions within the learner. (37 references) (BBM)

ED 348 039 IR 015 776

Weinstein, Carol S.
Designing the Instructional Environment: Focus on Seating.
PUB DATE- Feb 92
NOTE- 7p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology and Sponsored by the Research and Theory Division; see IR 015 706.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Research; *Educational Facilities Design; Educational Research; Elementary Secondary Education; *Instructional Design; Instructional Improvement; Learning Activities; *Space Utilization; Teacher Role
IDENTIFIERS- *Learning Environments

This review of the literature of the effects of the physical setting on instructional goals posits that the physical setting in which instruction occurs will affect learners' behavior, whether or not it is intended to. These effects occur in two ways--directly, by the behavior the setting allows, and indirectly or symbolically, by the messages the setting communicates about what behaviors are permitted, how important learning is, and what the roles of the learner and the teacher should be. Teachers, trainers, and instructional designers should consider the direct and indirect effects of various spatial arrangements and determine which formations will maximize the effectiveness of the designed instruction. Environmentally competent teachers and designers consider what learners will be doing, i.e., whether they will be reading or writing independently or engaged in cooperative learning activities, watching a videotape, or collaborating in pairs at a microcomputer. Then they design a physical arrangement that supports these activities, making environmental design an integral part of their instructional design. (19 references) (BBM)

ED 348 040 IR 015 777

Wilson, Brent; Cole, Peggy
A Critical Review of Elaboration Theory.

dissertations and theses; brief materials; corporation-produced materials; bibliographies; documents that cannot be reproduced; documents of local/parochial interest; instructional materials (for student or teacher); research reports. A special section deals with the selection of journals for coverage by "Current Index to Journals in Education" (CIJE) and the selection of journal articles from journals not covered comprehensively. (WTB)

ED 348 059 IR 054 280

Brandhorst, Ted, Ed.; And Others
Handling and Shipping. ERIC Processing Manual, Section IV.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 48p.; Supersedes previous edition ED 219 085. Loose-leaf, updated continuously. Section 4 of the ERIC Processing Manual (IR 054 276).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - General (130)
DESCRIPTORS- Documentation; *Information Processing; Library Technical Processes; Office Practice; Records (Forms)
IDENTIFIERS- *Document Handling; *ERIC; Mailing and Shipping

Rules and guidelines are provided for the handling and shipping of document and journal article information intended for announcement in ERIC's abstract journals "Resources in Education" and "Current Index to Journals in Education." The handling and shipping involved takes place between the ERIC Facility and the ERIC Clearinghouses (both ways). A wide variety of topics are covered: duplicate checking, priority documents, date stamping, acknowledgments to contributors, inter-clearinghouse transfers, OERI Policy Disclaimer labels, reproduction release labels, scope overlap labels, log sheets, packing and wrapping, address labeling. Detailed instructions are given for contributing data to the systemwide duplicate checking tool, the "Acquisitions Data Report" (ADR). (WTB)

ED 348 060 IR 054 281

Weller, Carolyn R., Ed.
Cataloging. ERIC Processing Manual, Section V.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 209p.; Supersedes previous edition ED 219 086. Loose-leaf, updated continuously. Section 5 of the ERIC Processing Manual (IR 054 276).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - General (130)
DESCRIPTORS- *Cataloging; Check Lists; *Classification; Databases; Indexing; Information Retrieval; Information Storage; *Library Technical Processes
IDENTIFIERS- *ERIC

Rules and guidelines are provided for ERIC catalogers and editors engaged in capturing bibliographic data for the documents and students, college personnel, and project staff in the development of a mission statement for vocational/technical education in the area. Appendix B consists of the press release for the program. Appendix C lists possible courses for articulated agreements between WHCC and district high schools. Appendixes D through G contain contain letters, informational packets, and outcome summaries for the project charrettes. Appendix K provides information on the project's budget. (JMC)

ED 348 077 JC 900 356

Literacy in the Colleges and Institutes: A Focus on Community Partnerships.
SPONS. AGENCY- Department of the Secretary of State, Ottawa (Ontario).
PUB DATE- 89
NOTE- 227p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Literacy; Community Colleges; Cooperative Programs; Databases; Foreign Countries; *Literacy Education; Reading Skills; *School Business Relationship; *School Community Relationship; School Surveys; Technical Institutes; Two Year Colleges; Writing Skills
IDENTIFIERS- *Canada

At the 1988 annual conference of the Association of Canadian Community Colleges, literacy was voted the number one issue. As a result of this designation, the board established a literacy task group to investigate the possibility of funding projects which would assist the colleges in the field of promoting literacy. In February 1988, with funding from the Canadian Department of the Secretary of State, the task force sent to its member colleges and institutes a survey to gather information on adult literacy programs. A revised edition was sent out in March 1989 seeking to update the data and add new program information, as well as to solicit information on partnerships between colleges and their communities. The survey gathered information on: (1) program activity; (2) method of delivery; (3) materials; (4) targets; and (5) financial costs. The survey results were integrated into an easily accessible computer data base available to all literacy advocates. This document explains how to access and utilize the database, and also describes eight model literacy programs which involve partnerships between colleges and business organizations. For each program described, the names and addresses of contact persons are provided. Appendixes include a description of a national literacy workshop, the survey questionnaire, survey responses, and a provisional directory. (Author/JMC)

ED 348 078 JC 910 514

McKenney, James F.
AACJC/Metropolitan Life Foundation Registered Nurse Shortage Project: Status Report.
SPONS. AGENCY- Metropolitan Life Foundation.
PUB DATE- Nov 91
NOTE- 33p.; For the Full Report, see ED 337 217.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

This databook contains information on the nine colleges in the Los Angeles Community College District (LACCD), California, for the 1990-91 academic school year. Tables and graphs present data on community characteristics and attendance patterns, student and enrollment characteristics, instructional programs, student academic performance and articulation, special services, and fiscal and personnel resources. Both individual college and districtwide data are included. Highlighted findings for the district include the following: (1) the combined service area of the LACCD changed extensively over the past decade, with Hispanics now representing more than one-third of district area college-age residents, while Whites are a plurality of 43%, and Blacks and Asians represent 14% and 8% respectively; (2) credit enrollment was 110,690, up 2.3% from 1989; (3) average daily attendance districtwide was 58,231 for 1990-91; (4) in 1990, 22.4% of the district's entering students were first-time students, 10.7% were new transfers, 13.2% were returning students, and 53.7% were continuing students; and (5) the net general fund income for 1990-91 was $258.85 million. (JMC)

ED 348 094 JC 920 390

Clagett, Craig A.
A Community College Responds to a State Budget Crisis: An Evaluation of the Financial Plan of Prince George's Community College.
PUB DATE- 1 Sep 92
NOTE- 22p.; Report to the Maryland Higher Education Commission and the Maryland General Assembly in Compliance with Section 8, Chapter 465 of the Acts of 1991.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Budgeting; College Planning; Community Colleges; Comparative Analysis; Cost Effectiveness; *Educational Finance; *Financial Exigency; Financial Policy; *Financial Support; Local Norms; Peer Institutions; Program Evaluation; Program Termination; School District Spending; School Funds; State Aid; State Legislation; Tuition; Two Year Colleges
IDENTIFIERS- *Maryland; *Prince Georges Community College MD

In 1992, in response to legislative mandate, Prince George's Community College (PGCC) (Maryland) conducted an evaluation of the effectiveness of the its financial plan. Specifically, the evaluation focused on cost containment measures used to maintain low tuition and moderate future increases in student charges; cost per student of each academic discipline; county support for PGCC in relation to tuition and fees; and the maintenance of effort by the County Executive and the County Council. Evaluation highlights included the following: (1) to meet the immediate crisis of a fiscal year (FY) 1992 funding deficit of $3.8 million, PGCC implemented several cost containment measures and an employee furlough plan, transferred capital expense reserve fee revenues to the operating budget, and introduced a new instructional services fee; (2) for FY93, PGCC utilized administrative reorganization, implemented a voluntary resignation incentive program, and trimmed personnel to meet an anticipated further deficit of $1.8 million; (3) the five most expensive disciplines identified by cost analysis were education, office administration, nuclear medicine, respiratory therapy, and electronics technology; (4) the five least expensive disciplines were early childhood management, paralegal studies, criminal justice, and developmental math and English; (5) only two of the nine programs included in a review of the National League for Nursing (NLN) accreditation criteria for associate degree and practical nursing programs was also undertaken. This report presents the resulting two-phase articulation model which recommends that the Oklahoma State Board of Regents allow licensed practical nurses to receive college credit for PN education without challenge examinations, based on five specific criteria. The bulk of the report consists of the following appendixes: (1) excerpts from the 1989 "Nursing Shortage, Governor's Task Force Report"; (2) the instrument and summary of the "Survey of States--Nursing Articulation Plans," April, 1991, and excerpts from Colorado's and Minnesota's plans; (3) the NLN's position statement on educational mobility; (4) support letters; (5) excerpts from the "Report of the Nursing Articulation Task Force of Oklahoma State Regents of Higher Education," July 1991; (6) sample matrix comparisons; and (7) PN/ADN Coordinating Committee and Advisory Board membership rosters and meeting minutes. (MPH)

ED 348 111 JC 920 409

Cohen, Arthur M.; Brawer, Florence B.
The Collegiate Function of Community Colleges: Fostering Higher Learning through Curriculum and Student Transfer.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 268p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Articulation (Education); *College Curriculum; *College Faculty; *College Transfer Students; Community Colleges; Enrollment Trends; Higher Education; High Schools; *Liberal Arts; National Surveys; Student Educational Objectives; Teacher Characteristics; Transfer Policy; Transfer Programs; Two Year Colleges; *Two Year College Students; Universities

Specific facets of the collegiate function of the community college are analyzed in this book. Chapter 1 defines the collegiate function as an amalgam of the liberal arts curriculum and efforts to promote student transfer. Chapter 2 focuses on the liberal arts curriculum, pointing to patterns in enrollments and courses offered in the disciplines of science, social science, mathematics, humanities, composition, and fine and performing arts. Enrollment trends between 1975 and 1986 are analyzed for each discipline. Chapter 3 considers the scope of liberal arts-related activities in the noncredit area, outlining the difficulties in integrating continuing education offerings into the credit curriculum. The community college faculty's role in shaping the liberal arts curriculum is the topic of chapter 4, which draws on data from seven national studies to reveal trends in faculty characteristics. Chapter 5 introduces the transfer function as reflected in the intentions and behavior of students, and explores answers to questions concerning the number of students transferring, the number seeking to transfer, and the post-transfer experience. Chapter 6 presents data on the use of tests to screen entering students, and summarizes arguments for and against statewide uniformity in test administration. Services that support the liberal arts curriculum and student transfer, such as orientation, advising, remedial studies, and honors programs, are explored in chapter 7, while chapter 8 looks at examples of interinstitutional cooperation designed to promote student

William Rainey Harper College (WRHC), in Palatine, Illinois, a follow-up study of 1990 career alumni was conducted and results were compared with previous years. Questionnaires were sent to 599 students who had earned 48 or more hours during the 1989-90 academic year at WRHC. Study findings, based on a 77% response rate, included the following: (1) as in the two previous studies, nursing was the largest major, involving 22% of the respondents; (2) 58.9% of the career alumni respondents were employed full-time; (3) 83% of respondents were employed, with 70% holding jobs at a starting professional level or better; (4) 63.6% of respondents were employed in a field that was identical or closely related to their major at WRHC; (5) the average alumni salary was $25,252, up 5% from the 1988 alumni; (6) close to half of the career alumni were presently attending school, in contrast to one-third of previous years' respondents; (7) transfer students' grade point average (GPA) at their new institution was about equal to their GPA at WRHC (3.07 compared to 3.03); (8) 55% of transfer students had earned a GPA over 2.99 at WRHC, while 69% had earned a GPA of 2.99 or higher at their new school; (9) 1990 alumni did not rate courses as highly as past alumni, but nursing, English, business, data processing, accounting, and biology courses were well rated; and (10) consistent with previous surveys, teaching faculty received good ratings. Detailed findings and the survey instrument are included. (MAB)

ED 348 128   JC 920 478

Hirose, Shannon
Critical Thinking in Community Colleges. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Classroom Techniques; *College Programs; Community Colleges; Controversial Issues (Course Content); *Critical Thinking; Educational Change; *Instructional Improvement; Program Descriptions; *Teaching Methods; Two Year Colleges
IDENTIFIERS- ERIC Digests

Practitioners at all levels of education have begun to recognize that addressing the complex social and environmental problems of the future will require individuals capable of reflective and critical thought. Critical thinking has been defined as utilizing a number of cognitive processes and attitudes that undergird intelligent action in diverse situations and fields. Critical thinkers are able to discern the thought patterns and beliefs in the works of others, and to reflect upon their own beliefs, decisions, and actions. Much of community college instruction is delivered through traditional lectures, which promote lower-order learning involving rote memorization. In order to facilitate critical thinking, instructors will need to change their means of presenting information, by emphasizing open-ended questions and other techniques that encourage analysis, problem-solving, conceptualization, self-reflection, and the application of knowledge to the real world. Some educators contend that writing is crucial to critical thinking, because the act of producing written work stimulates new thinking and new discoveries. Others suggest focusing on students' "why" questions, having students analyze the information presented in the textbook to identify the forms of

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Academic Standards; *Accreditation (Institutions); Accrediting Agencies; *Elementary Education; Elementary School Teachers; *Higher Education; *Preservice Teacher Education; Self Evaluation (Groups)

IDENTIFIERS- Association for Childhood Education International; *National Council for Accreditation of Teacher Educ

This publication provides guidelines for institutions of higher education preparing an Elementary Education Curriculum Folio for review by the Association for Childhood Education International (ACEI). Preparation of folios is part of the National Council for Accreditation of Teacher Education (NCATE) accreditation process. The completed form and supplementary documentation, such as sheets specifying required and elective courses, course descriptions, and syllabi of all applicable courses, comprise the folio. In the present publication, introductory material is followed by a list of 15 beliefs about elementary education and the preparation of elementary school teachers that underpin the guidelines and indicators discussed in the text. The NCATE process is then described. Six steps in preparing an NCATE elementary education folio are described next; these are: (1) becoming familiar with the elementary teacher standards; (2) collecting pertinent information about the program; (3) filling out the NCATE's matrix of standards for elementary education; (4) attaching supportive evidence; (5) reviewing the folio; and (6) submitting the folio for review. The ACEI folio review process is then described, and the steps in preparing a rejoinder, or second program review, for instituitons that may find this necessary, are explained. The bulk of the publication consists of appendixes, including: a list of Elementary Education Task Force members; specifications of NCATE program standards; a glossary of terms; a recommended syllabus outline; samples of adequate and inadequate responses for the NCATE's matrix of standards; and a folio cover sheet form. (AC)

ED 348 147 PS 020 673

McMillan, Daniel C.; Vigil, Herminia J.
The Status of Child Nutrition Programs in Colorado.
PUB DATE- Apr 92
NOTE- 79p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- *Breakfast Programs; *Costs; Elementary Secondary Education; *Federal Aid; Federal Programs; *Lunch Programs; Metropolitan Areas; *Nutrition Instruction; Rural Areas; State Programs; State Surveys; *Student Participation; Summer Programs; Urban Areas

IDENTIFIERS- *Colorado; School Lunch Program; Special Milk Program

The health and learning potential of Colorado's children are enhanced by the nutritional benefits of several programs. The National School Lunch Program (NSLP) is the oldest and largest. Unfortunately, 1980-81 budget cuts, price increases, and other factors caused a decrease in participation of over 40,000 children a day from the 1980 figure of 277,000 children a day. The trend shows increasing participation since the budget cuts in 1980-81, and the School Breakfast Program (SBP) reached an all-time high of over 28,000 breakfasts a day in 1991. Other programs include the Special Milk Program (SMP) for children without access to the NSLP or SBP, the Summer Food Service Program for Children, and the Nutrition Education and Training choice; (2) an attitude of cooperation rather than competition; (3) an emphasis on student's individual responsibility; and (4) a 3-year range in the age of students. Data from a study of 63 school districts that offered Montessori programs during school year 1990-91 are cited. Problems related to the implementation of Montessori programs in public schools are then discussed. One problem is that of admission criteria, especially the question of whether only children who have had preschool Montessori experience should be enrolled in elementary Montessori programs. However, the greatest problem in starting and maintaining a public school Montessori program is the lack of qualified teachers. Research indicates that in spite of these difficulties, Montessori programs are a popular alternative to traditional public school education. (BC)

ED 348 166 PS 020 749

Vroegh, Karen S.
Transracial Adoption: How It Is 17 Years Later. Family Life Project: A Longitudinal Adoption Study/Phase V.
PUB DATE- 2 Apr 92
NOTE- 55p.; Portions of this paper were presented at the Annual Meeting of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescent Development; *Adolescents; *Adopted Children; *Adoption; *Blacks; Emotional Adjustment; Family Relationship; Longitudinal Studies; Peer Relationship; Racial Identification; Social Adjustment; *Transracial Adoption

In 1970, as part of an effort to meet the needs of black children waiting for adoption by two-parent black families, the Chicago (Illinois) Child Care Society launched a longitudinal study of the growth, development, and family life of transracial adoptees (TRAs), or black and mixed-race children adopted by white families, and inracial adoptees (IRAs), or black and mixed-race children adopted by black families. This document reports the results of interviews with 35 TRAs and 20 IRAs and their parents when the children were 17 years old. It was found that: (1) the rate and type of adoptees' developmental problems were similar to those found in the general population; (2) the majority of adoptees had good self-esteem; (3) among IRAs, 83 percent said they were black, and among TRAs, 33 percent said they were black and 55 percent said they were of mixed race; (4) among TRAs, 73 percent lived in primarily white neighborhoods, while 55 percent of IRAs lived in primarily black neighborhoods; (5) TRAs had primarily white friends and IRAs had primarily black friends; (6) TRA females were more likely than TRA males to date blacks; (7) almost all TRAs knew of their adoption before they were 4 years old, while 80 percent of IRAs learned about their adoption after they were 4; and (8) a total of 83 percent of TRAs and 53 percent of IRAs expressed interest in meeting their biological parents. A list of 58 references is provided. (BC)

ED 348 167 PS 020 750

Kalliopuska, Mirja
Holistic Empathy Education among Preschool and School Children.
PUB DATE- Mar 92
NOTE- 20p.; Paper presented at the International Scientific Conference on Comenius' Heritage and the Education of Man

ED 348 185 RC 018 738

Hallanan, Edwin J.
Regionalization--Deja Vu Again?
PUB DATE- Mar 92
NOTE- 11p.; Part of this paper was published in School Leader Magazine, March/April 1992, p38.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Consolidated Schools; *Cost Estimates; *Creativity; Economic Impact; Educational Finance; Elementary Secondary Education; Regional Schools; Rural Education; Rural Schools; *School District Reorganization; *School Size; *Small Schools; Student Adjustment
IDENTIFIERS- *New Jersey

The subject of regionalization or the consolidation of schools has been a major issue of discussion and educational research for the past 15 years. A fact that has come out of the research is that consolidation is expensive. Yet, some observers continue to recommend consolidating the remaining school districts. When schools are closed, children have to be bussed at a tremendous cost. In order to accommodate the larger school districts, land has to be bought and schools built, which could cost billions of dollars. Additional staff would also need to be hired to fill these new school buildings. In terms of human costs, larger schools are conducive to depersonalization, which leads to student dropout and drug or alcohol problems. Regionalization would also disenfranchise the schools from their communities by drastically reducing the number of school board members. Additionally, it is almost impossible to fairly distribute one budget among several school districts involved; some always feel shortchanged. An alternative to regionalization is to be creative and improve the things that we have and work together toward common goals. We need to quit comparing our educational system to Japan or Russia; our system and the needs of our students are different. We need to think before we leap (or spend) and not jump on every "educational bandwagon." (LP)

ED 348 186 RC 018 751

Establishing as the Policy of the United States the Preservation, Protection, and Promotion of the Rights of Indigenous Americans To Use, Practice and Develop Native American Languages, and for Other Purposes. Report To Accompany S.J. Res. 379 from the Select Committee on Indian Affairs. United States Senate, 100th Congress, 2d Session.
PUB DATE- 28 Sep 88
NOTE- 5p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *American Indian Culture; *American Indian Languages; *American Indians; Elementary Secondary Education; *Federal Legislation; Higher Education; *Indigenous Populations
IDENTIFIERS- *Cultural Preservation; *Language Policy

This report was submitted in support of a joint resolution (S.J. Res. 379) to establish as the policy of the United States the preservation, protection, and promotion of the right of indigenous Americans to practice and develop their indigenous languages. Traditional languages are an integral part of Native American culture, heritage, and identity; history, religion, beliefs but seem to be moving into the mainstream. The current generation of Native youth must choose between traditional Native and mainstream American lifestyles, or struggle to balance productive elements of both. (SV)

ED 348 203 RC 018 918

Tierney, Michael
In Our Own Words: Community Story Traditions To Prevent and Heal Substance Abuse. A Teacher's Guide with Examples from Native American and Rural Contexts.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 92
NOTE- 69p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Alaska Natives; Alcohol Education; American Indian Education; *Community Education; Drug Education; Elementary Secondary Education; *Experiential Learning; Participatory Research; *Rural Education; Student Projects; *Substance Abuse; *Writing (Composition)
IDENTIFIERS- *Cultural Journalism; *Native Americans

As the national war on drugs continues, children and youth are told to "just say no" but are seldom given the information and skills to sort out the mixed signals coming from peers, adults, and the mass media. This guidebook presents examples of three approaches to community "storytelling" projects through which children and youth can explore conflicting information and feelings about the use of drugs and alcohol. These examples are drawn from projects in rural, American Indian, and Alaska Native communities. Participatory research is a process in which the people affected by an issue or problem develop the information to support action. They learn new skills, undertake the necessary research, and come to their own conclusions. Activities for applying participatory research to substance abuse study include brainstorming, researching drug effects, simple surveys, community surveys, and developing a local resource guide. Cultural journalism can contribute to understanding by looking for both the roots and the cure of substance abuse within personal and collective histories. Activities include private reflection, group discussion, oral history interviews, and shaping the story in written form. Experiential writing activities encourage students to express their own experiences and must take place in a safety zone that guards confidentiality and supports the generation of ideas. This booklet contains 77 references and additional resources. (SV)

ED 348 204 RC 018 919

Knapp, Clifford E.
Lasting Lessons: A Teacher's Guide to Reflecting on Experience.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 92
NOTE- 123p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jun 92
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - General (130)
DESCRIPTORS- *Accessibility (for Disabled); Audiotape Recordings; *Blindness; Braille; College Students; Higher Education; Student Characteristics; Student Financial Aid; *Visual Impairments; Vocational Rehabilitation

This paper is intended for entering college students who are blind or visually impaired, administrators, faculty and staff, family members, and counselors. First, characteristics of people with blindness and visual impairments are briefly summarized. Services such as translation of texts into braille or audiotaping, readers or assistants, and computer technology are identified. Then, rights and responsibilities of the students are reviewed. These include requesting such services as priority scheduling and registration, advance notice of books and resources required, preferential seating, and permission to use special equipment in classes. Financial aid for postsecondary education is considered next including help available from the vocational rehabilitation system and the institution's responsibilities. Advance evaluation of an institution's disability support services is recommended to students and families. Additional tips are offered for students and instructors. An annotated bibliography lists 31 print, tape, or organizational resources. (DB)

ED 347 763 EC 301 380

Vandal, Ronda
Hearing Lost, Hearing Gained. Hearing Aids Make a Difference. Tune in to Sound.
PUB DATE- 92
NOTE- 25p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Audio Equipment; Audiology; Canada Natives; Elementary Secondary Education; *Equipment Maintenance; Foreign Countries; *Hearing Aids; *Hearing Impairments; Mainstreaming; *Sensory Aids; Teacher Role
IDENTIFIERS- Frequency Modulation Hearing Aid Systems; Northwest Territories

This illustrated booklet is intended to assist special education consultants, teachers, and parents to monitor hearing aid use by children with hearing impairments in the Northwest Territories (Canada). The first section presents basic information on what hearing aids are, types of personal hearing aids, and FM (frequency modulation) hearing aid systems. The second section provides step by step guidance (with illustrations) on basic repair. Subsections cover: a troubleshooting kit for hearing aid repairs, the daily hearing aid check, troubleshooting for personal hearing aids, teachers as refugee culture brokers; teachers training teachers; young adult refugees; motivation; refugee mental health; a factory simulation; teacher exchange programs in Bataan, Philippines; development of a textbook for instruction in English as a Second Language (ESL); viewing cultural orientation as learning a system of relationships; teaching vocabulary to upper-level students; using students' skills to generate language; meeting the needs of upper-level ESL students; a work experience program; a culturally-oriented language lab curriculum; video as a training tool; and follow-up discussions in cultural orientation. (MSE)

ED 347 782 FL 018 067

Huckin, Thomas H.; Jin, Zhendong
Inferring Word Meaning from Context: A Study in Second Language Acquisition.
PUB DATE- Oct 86
NOTE- 12p.; In: Proceedings of the Annual Eastern States Conference on Linguistics (3rd, Pittsburgh, PA, October 10-11, 1986). p271-280.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Context Clues; *Decoding (Reading); English (Second Language); Graduate Students; Higher Education; *Inferences; Reading Skills; *Reading Strategies; *Second Language Learning; Vocabulary Development; Word Recognition
IDENTIFIERS- Chinese Speaking

A study investigated the ability of native-Chinese-speaking graduate students (N=18) at Carnegie Mellon University and the University of Pittsburgh to infer word meanings from context in two passages written in English. One passage came from the "China Daily" and the other from an editorial in a student newspaper. Glosses were provided for the few non-target words, and 20 words in each passage were chosen for the study. All subjects were given the article from the "China Daily" and were asked to follow three steps: (1) to guess, in either English or Chinese, what the target word meant; (2) to translate the text into Chinese; and (3) to explain what strategies the student used to guess word meanings. Subjects were then divided into control and test groups. The test group was given 15 minutes of training in how to guess the meaning of unfamiliar words in context. The control group did not receive any training. Then, all subjects followed the same three steps with the other passage. The general observations resulting from the study are reported. (DJD)

ED 347 783 FL 018 193

Holmes, John
Feedback: A Systems Approach to Evaluation and Course Design. Working Papers No. 21.
PUB DATE- Jul 89
NOTE- 31p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classroom Communication; Classroom Techniques; *Course Evaluation; *Course Organization; *Curriculum Development; Educational Strategies; *Feedback; Instructional

Quirk's concerns to language policy is highlighted. (JL)

ED 347 807 FL 019 510

Lihani, John, Ed.
Global Demands on Language and the Mission of the Language Academies.
PUB DATE- 88
NOTE- 240p.; Based on talks presented at the Conference on National Language Academies and Their Mission (Lexington, KY 1985) and the International Symposium on National Academies and Global Demands on Language (Lexington, KY, 1986).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Dictionaries; English; French; Global Approach; Greek; *International Communication; Interpreters; Machine Translation; Politics; *Second Language Learning; Slavic Languages; Spanish; Swahili; Textbooks; *Translation; Uncommonly Taught Languages; Vocabulary; Word Processing
IDENTIFIERS- *National Language Academies

This document contains papers (with abstracts) from two conferences on second language learning and language academies held at the University of Kentucky (Lexington) in April of 1985 and 1986 respectively. Papers and authors are as follows: "Language Planning and the International Vocabulary" (J. Lihani); "Merriam-Webster and the Changing English Language" (F. C. Mish); "The Academie Francaise and the French Language: Friends or Foes?" (J. T. Chamberlain); "Political Poetics: The Academie Francaise in the Seventeenth Century" (R. Lockwood); "General Problematics of a Quebec French Dictionary: Dictionnaire du Francaise Quebecois" (C. Poirier); "The Academie Colombiana de la Lengua and the Instituto Caro y Cuervo: History, Organization, and Mission" (T. R. Arrington); "The Spanish Royal Academy" (F. Ayala); "The Academies of the Spanish Language in the United States" (J. C. Zamora); "Politics and Language: The Crises of the Academy in Gunter Grass's 'Treffen in Telgte'" (A. Bohm); "The Greek Language Question" (C. A. Trypanis); "Swahili Policy Implementation in Tanzania: The Role of the National Swahili Council (BAKITA)" (A. S. Dunn); "Translation Applications for Word Processors at the Department of State" (A. Krinsky); "Human Interface with Machine Translation" (M. Cote); "The Study and Programming of the Linguistic 'Formants' as Basis for the Terminology Norm" (M. Criedo de Val); "Machine Translation: Present Status and Future Outlook in the Global Milieu" (M. Zarechnak); "Stress Assignment in Letter to Sound Rules for Speech Synthesis" (K. Church); "National Language Academies: The Hierarchical Aspect of Goals in Language Planning" (F. Nuessel); "Global Demands on Language: The Experience of One Spanish Textbook Author-Editor" (T. Dorwick); "Internationalization of the Slavic Languages" (J. Mistrik). An index is provided. (LB)

ED 347 808 FL 019 946

Hanson-Smith, Elizabeth
TESOL Reader and Teachers Guide.
PUB DATE- 86
NOTE- 326p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom

distinct student populations (hearing impaired or deaf, learning disabled, bilingual, and English-as-a-Second Language) is described. Six types of dialogue journals (audiotape, cassette, oral, response, use on content areas, and computer) are discussed, including teacher procedures, sample dialogue questions, and potential problems. It is concluded that: (1) the dialogue journal does help stimulate conversation and at a deeper level than generally produced in a classroom; and (2) this tool reflects authentic verbal communication and contains many of the same processes that are utilized in real-world situations. The following information is appended: a discussion of seven conversational features used within dialogue journals; directions for responding to independent reading; a list of uses of the response journal; pointers on responding to who you are; a list of benefits of the dialogue journal in a content area (mathematics); teacher's responses within the dialogue journal; series of dialogue questions; a schematic showing the complete dialogue journal cycle; the questionnaire; a transcript of actual tape-recorded student conversations; tape-recorded conversation evaluation form; a summary of potential problems associated with teaching with the dialogue journal; and examples of the dialogue journal response form. Contains 31 references. (LB)

ED 347 831 FL 020 495

Sorenson, Paul Bryan
The Pronunciation Pictures Videotape: Teaching Initial English Consonants.
PUB DATE- May 92
NOTE- 57p.; M.A. Thesis, Biola University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143)
DESCRIPTORS- Annotated Bibliographies; *Consonants; *English (Second Language); Inservice Teacher Education; Instructional Materials; *Language Skills; Listening Skills; *Oral Language; *Pronunciation; Second Language Learning; Teaching Methods; *Videotape Recordings; Vocabulary

After a review of the historical background, theories, and techniques related to teaching English pronunciation, this study describes the production of a Pronunciation Pictures videotape. The videotape shows animated "Sammy" diagrams presenting the physical movements needed to produce the initial consonants of English. The lessons provide explanations of the pronunciation process for each of the consonant segmentals followed by a vowel. Listening proficiency is developed by means of discrimination exercises. Minimal pair pronunciation practice is provided with both vocabulary lists and sentences. Each lesson concludes with a homework assignment to build upon the segmentals presented. A section of the report on pronunciation teaching materials includes three annotated bibliographies and two annotated lists in the following categories: videodisc and CD-ROM computer programs, computer assisted language learning, video cameras, videotapes for teaching English-as-a-Second Language (ESL), and teacher training videotapes. Contains 28 references. (LB)

ED 347 832 FL 020 496

Samway, Katharine Davies
Writers' Workshop and Children Acquiring English as a Non-Native Language. NCBE Program Information Guide 10.

Foreign Languages and International Business. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Business Administration Education; Business Communication; Experiential Learning; Federal Legislation; Foreign Countries; Higher Education; *Interdisciplinary Approach; *International Communication; International Education; Language Teachers; Professional Development; *Second Language Learning; Study Abroad
IDENTIFIERS- ERIC Digests

After more than a decade of intensive experimentation and development, the field of interdisciplinary language and business studies is firmly established in U.S. higher education. Academia has responded to national needs, as evidenced by such programs as the Language and International Trade program at Eastern Michigan University. Various government agencies, foundations, and federal legislation such as the National Security Education Act and the Omnibus Trade Act provide support for such studies. Many programs include co-curricular components, with practical experience for students working in a company. In addition, an increasing variety of training opportunities exist for language teachers wishing to learn how to teach business foreign languages, business practices, and aspects of foreign culture that affect business relations. Professional associations as well as institutions of higher education are involved. It is concluded that these efforts and other educational reforms will allow the United States to compete and cooperate more effectively in the new global community. Contains 18 references. (LB)

ED 347 852 FL 020 777

Stansfield, Charles W.
ACTFL Speaking Proficiency Guidelines. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Higher Education; Interviews; *Language Proficiency; *Language Tests; *Oral Language; Rating Scales; Secondary Education; Second Language Learning
IDENTIFIERS- *ACTFL Oral Proficiency Interview; *ACTFL Proficiency Guidelines; ERIC Digests

This digest focuses on the American Council on the Speaking of Foreign Languages (ACTFL) Speaking Proficiency Guidelines. The history and development of the ACTFL Proficiency Guidelines (originally, the ACTFL Provisional Proficiency Guidelines) are reviewed, the generic characteristics of each level of the speaking guidelines are presented in detail, and the Oral Proficiency Interview (OPI), a face-to-face speaking test, is described. Additional information is provided on how to learn more about the ACTFL Guidelines and the OPI, and a 12-item bibliography is included. (VWL) encouragement, and assistance needed to progress academically. A final section mentions that over 600 studies have supported the efficacy of cooperative learning and emphasizes the role that faculty play in creating the experience. Three references are included. (JB)

ED 347 872 HE 025 634

Student Loan Marketing Association Financial Safety and Soundness Act of 1991. 102d Congress, 1st Session. Report To Accompany S. 1915.
PUB DATE- 5 Nov 91
NOTE- 17p.; Calendar No. 304.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Educational Finance; Federal Aid; *Federal Legislation; Federal Programs; Higher Education; Student Financial Aid; *Student Loan Programs
IDENTIFIERS- Proposed Legislation; *Student Loan Marketing Association

This document is a favorable report to the U.S. Senate on a bill that provides for the financial security of the Student Loan Marketing Association, an act which amends the Higher Education Act of 1965. The report urges the passage of this bill which sets forth various capital levels that safeguard the government from the possibility of loss exposure in the future and which establishes procedures for restoring adequate capital levels if capital falls below any of those set forth in the act. Section I, Introduction, describes the origin, construction and rationale for the legislation. Section II provides a summary of the bill. Section III, "Background and Need for the Legislation," describes the failure of many federally insured savings and loans institutions, the requirements of the Omnibus Budget Reconciliation Act of 1990 for legislation ensuring the safety of government sponsored enterprises, and the reported strength of Sallie Mae's operations. Section IV offers the committee's view of the suitability of the bill. Section V on voting in committee, reports that the members voted unanimously for its passage. Section VI provides a cost estimate. Section VII is a regulatory impact statement. Section VIII offers a section-by-section analysis of the bill itself. The final section provides the text of the legislation. (JB)

ED 347 873 HE 025 635

Silbergleid, Michael Ian
The Importance of Teaching Management's Role in Capital Equipment Purchases.
PUB DATE- 92
NOTE- 16p.; Paper presented at the Meeting of the Broadcast Education Association (Las Vegas, NV, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; *Broadcast Industry; *Capital Outlay (for Fixed Assets); Curriculum; Higher Education; Participative Decision Making; *Purchasing; Telecommunications; *Video Equipment

This essay discusses broadcasting and telecommunication management curricula and makes an argument for including instruction in capital equipment purchases. The argument is

ED 347 892 HE 025 655

Report of the AUCC Task Force on the "Report of the Commission of Inquiry on Canadian University Education" = Rapport du Groupe de travail de l'AUCC sur le "Rapport de la Commission d'enquete sur l'enseignement universitaire au Canada."
PUB DATE- Jun 92
NOTE- 49p.
LANGUAGE- English; French
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140),Reports - General (140)
DESCRIPTORS- *Access to Education; *Accountability; Colleges; *Curriculum Development; Educational Planning; Educational Practices; Foreign Countries; Government Role; Higher Education; Institutional Autonomy; School Holding Power; *Student Attrition; Student Mobility; *Teacher Evaluation; Universities
IDENTIFIERS- *Canada

This bilingual (English and French) report examines the debate surrounding a Task Force analysis of higher education institutions in Canada. The Task Force reported on a variety of topics regarding Canada's colleges and universities from teaching and learning through curricular design to student retention and institutional performance. In addition, the Task Force identified a number of roles for the Association of Universities and Colleges of Canada (AUCC) to play to ensure that the key thrusts of the Commission's report are addressed and that the appropriate changes are effected in university practices and in government policies. Discussed are the relationships between teaching and research; the long-term health of universities; the accountability and autonomy of higher education institutions; and means to enhance teaching and learning, such as teacher training, assessing teaching performance, and the use of information technologies. In addition, the report examines curriculum development; providing a supportive reward system; issues surrounding student access, retention, and mobility; and performance measures. Appendices include the composition of the AUCC Task Force on the Report of the Commission of Inquiry on Canadian University Education. (GLR)

ED 347 893 HE 025 656

Federal Support for University Education and Research. A Report of a Review by the Standing Advisory Committee of the Association of Universities and Colleges of Canada.
PUB DATE- Jun 92
NOTE- 37p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Budgeting; Colleges; *Educational Finance; Educational History; Equalization Aid; *Federal Aid; Federal Programs; Federal State Relationship; *Financial Support; *Fiscal Capacity; Foreign Countries; Government Role; Higher Education; Research; Resource Allocation; Universities
IDENTIFIERS- *Canada

This report briefly reviews the history of federal support of higher education in Canada and then turns, in Part II, to an overview of several factors which contribute to uncertainty over the future of federal support. It concentrates on alliance between the academy and the professions, the lack of faculty promoters, and unfavorable attitudes of the academic and business communities. To establish an internship concept on a larger scale requires a well managed program; incentives to faculty to pursue internship development; the creation of committees within the university to develop professional ties, curricula, and set guidelines for internships; and changing attitudes within the business community by showing how business can benefit from such internship programs. (GLR)

ED 347 912 HE 025 675

Gumnior, Elisabeth C.; Richards, Eric L.
Revealing, Addressing, and Redressing Ethnocentricity: Teaching International Business Law with Process Response Journals.
PUB DATE- 26 Mar 92
NOTE- 22p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (11th, Ypsilanti, MI, March 25-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Attitude Measures; Business Administration Education; Class Activities; *Cultural Awareness; Cultural Images; *Ethnic Bias; *Ethnocentrism; Evaluation Methods; Higher Education; *Student Attitudes; *Student Journals; Student Reaction; Undergraduate Study; Writing Assignments

This paper demonstrates with specific examples from various students' journals how subtly and, at the same time, pervasively ethnocentricity expresses itself, and offers suggestions on how to assess and combat ethnocentric beliefs through writing assignments and classroom exercises in an international business law course at Indiana University. The use of student writings as a valuable measuring tool for this type of evaluation is discussed, as well as the methods employed in handling collection, grading, evaluation, and encouraging student use of the journals. The paper also discusses the experiences of students and faculty in the use of the journals in the international business law course and how the journals provided the avenue to address issues that otherwise would have remained obscured. It is noted that the ethnocentric attitudes which were discovered in the students' journals hinged on a feeling not only of cultural and national superiority, but also on a perception of economic superiority. (GLR)

ED 347 913 HE 025 676

Goddard, Robert D., III; Weihe, Hermann J.
Attitudes of MBA Students toward Entrepreneurship: A Cross-Cultural Study.
PUB DATE- 26 Mar 92
NOTE- 20p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (11th, Ypsilanti, MI, March 25-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Reports - General (140)
DESCRIPTORS- Attitude Measures; College Students; Comparative

described is the history of the school, followed by a literature review of parental involvement when the parents belong to minority and ethnic groups. Next, the program designed to encourage parental involvement at the Alliance School is discussed, including descriptions of ongoing activities after the program's introduction, such as the formation of clubs for the children, various Parent Teacher Association activities, and the role of the Parent Involvement Committee. Parent responses to the program and program beliefs are examined through discussions of the shared values that have been fostered: the centrality of the child; respect for parents; respect for the culture and home life of each child; developing a spirit of love for children as an important aspect of a school; and the concept of sharing. It is noted that the experiences of the school reveal that an inclusive parent involvement program can be built in an inner city school when individuals in the school share a system of values. Contains 16 references. (GLR)

ED 347 931 HE 025 694

Greene, Aleza Spalter; Saxe, Leonard
Everybody (Else) Does It: Academic Cheating.
PUB DATE- Apr 92
NOTE- 26p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Boston, MA, April 3-5, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Attitude Measures; *Cheating; *College Students; Data Collection; Discipline Problems; Ethics; Higher Education; Literature Reviews; Opinions; Postsecondary Education; Questionnaires; *Student Attitudes; *Student Behavior; Student Characteristics; Student Reaction; Undergraduate Study

This paper presents results of a study that investigated the role of perceptions of normative behavior concerning academic cheating on self-reported cheating behaviors. A survey was distributed to 250 undergraduates (87 responses) in which demographic information was obtained and the students (nearly all aged 18-22 years) were asked about their knowledge of other people's participation in 15 specific behaviors; to report how often he or she personally participated in the same 15 behaviors; and to rate how dishonest each of the 15 behaviors was, on a bipolar scale. Among the findings were the following: (1) cheating is widespread on college campuses; (2) the participating students reported high incidence of cheating for others (99%) as well as for themselves (81%); (3) the student's own cheating was viewed as not at all unusual--it was seen as a reflection of situational forces; and (4) the students also believed that others benefited more from cheating than they themselves did. Finally, the students also blamed their parents and teachers for widespread cheating because of pressure being placed on them to do well. The study showed that if cheating is widespread, it is in part due to its acceptance among college undergraduates. Contains 32 references. (GLR)

ED 347 932 HE 025 695

Frantz, Alan C.
Mandated Accountability in Colorado Higher Education: House Bill 1187, 1985 to 1991.
PUB DATE- 20 Apr 92
NOTE- 43p.; Paper presented at the Annual Meeting of the American

Industry; Higher Education; Industry; Publications; *Research Utilization; *School Business Relationship; Scientific and Technical Information; *Scientific Research; Technology

A study was done of the transfer of knowledge between academic and firm scientists. Beginning with theories of university and university scientist behavior and a theory of firm and firm scientist behavior, the research used a bibliometric analysis of articles prepared by firm-based scientists within the computer equipment and aircraft industries. Preliminary results indicate that the rate of university collaboration by firms in these industries is 12 percent and that the rate of utilization of university research is 43 percent with university-based publications the most heavily cited of all author affiliation categories. University collaboration and utilization varied across industries and by firm size: the computer equipment industry had four times as many actively publishing firms as the aircraft industry. While individual article characteristics consistently had predictive value for firm publication practices, proximity to university research did not. In addition, industrial research drew on university produced papers more frequently for theoretical research than for applied work. Larger firms used university research, and produced and used theoretical work more often than smaller firms while papers reflecting applied research were more often produced by smaller firms. Included are extensive tables of data in an appendix and 51 references. (JB)

ED 347 952 HE 025 717

Valerio, Nina Morena L.
Medical Residents' Beliefs and Actions: Implications for Clinical Teaching during Work Rounds.
PUB DATE- 23 Apr 92
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beliefs; *Clinical Teaching (Health Professions); Educational Experience; *Graduate Medical Education; *Graduate Medical Students; Higher Education; Student Attitudes; Teaching Methods

A study was done to examine the relationships between medical residents' beliefs about their clinical teaching roles and their teaching behaviors within the context of work rounds. The research was conceptually based on theories of symbolic interactionism and reasoned action. Fourteen residents in general internal medicine, representing four residency levels, participated in the study. Qualitative and quantitative research approaches were used. Data were derived from documents, interviews, and direct observations. The analysis revealed: (1) that there were five dimensions of residents' beliefs (patient care tasks, academic, social, contextual, and personal); (2) that there was congruence between the residents' teaching role beliefs and teaching behaviors during work rounds; (3) that the residents' had implicit rules of educational practice, generated from their explicit expressions of concerns; and (4) that the residents' clinical training experiences were the primary source of their belief systems and actions. A conceptual model describes the reciprocal interactions between residents' beliefs and actions as they strive to teach and learn within the clinical arena. Finally, education; teleconferencing; interactive video; computer simulations; and the instructional environment. The three symposiums focused on ethics, social considerations in educational computing, and the significance of the Channel One experiment. While research reports predominate, some reviews of the literature and opinion papers are included. This volume also includes a list of Research and Theory Division officers; a list of the reviewers of the papers for the conference; a list of proceedings from the year 1979 together with their ERIC document numbers; a description of the Association for Educational Communications and Technology (AECT) and a membership enrollment form; a table of contents; and author and descriptor indexes. (BBM)

ED 347 971 IR 015 707

Applefield, James M.
ID Knowledge Structure, Lesson Planning, and Teacher Performance.
PUB DATE- Feb 92
NOTE- 17p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology and Sponsored by the Research and Theory Division; see IR 015 706. For a related paper, see IR 015 724. Handwritten cognitive maps will not copy well due to filled print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Mapping; Higher Education; *Instructional Design; *Instructional Systems; Intermediate Grades; Models; *Preservice Teacher Education; Primary Education; Psychological Studies; Questionnaires; Student Teachers; *Teacher Attitudes; *Theory Practice Relationship; Transfer of Training
IDENTIFIERS- *Instructional Systems Design; University of North Carolina Wilmington

A study was conducted in the teacher training program at the University of North Carolina at Wilmington to explore the degree to which novice teachers apply the concepts, principles, and attitudes of ISD (instructional systems development) in their instructional planning and their beliefs regarding the efficacy of ISD principles for planning and delivering instruction and how they actually apply them. Six preservice teacher interns who had completed a course in instructional design and a course in evaluation completed a cognitive mapping task on teacher planning during the summer prior to student teaching. After student teaching they constructed a second cognitive map and completed a questionnaire on teacher planning. Six additional fall semester interns also completed the questionnaires. Student exit performance was determined by grades in student teaching and by university supervisors' summative evaluation checklists. Qualitative evaluations were used to judge the sophistication of knowledge structure for teacher planning represented in the cognitive maps. It was found that the sophistication and stability of the cognitive maps varied widely, and that there were differences between the patterns of responses of the six interns who taught either a kindergarten or a first grade class and the six who taught in grades 3 through 5. Most of the novice teachers' cognitive maps and self-report data revealed a systematic quality to their planning behavior, and the language of several subjects was consistent with the principles and general process of ISD. Three sample cognitive maps and a data table are attached. (21 references) (BBM) emphases at each level, i.e., yearly, unit, and daily planning. There is adequate evidence that teachers approach their planning in very systematic ways, emphasizing the ID skills of learner analysis, objectives, tests, instructional strategies, and formative evaluation. Statements by teachers also documented the use of mental imagery in the planning process. It is concluded that the role of instructional designers in transforming education lies in helping their graduates to bridge the gap between theory and practice. Survey data are displayed in eight tables. (24 references) (BBM)

ED 347 988 IR 015 725

Fulford, Catherine P.
Systematically Designed Text Enhanced with Compressed Speech Audio.
PUB DATE- Feb 92
NOTE- 21p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology and Sponsored by the Research and Theory Division; see IR 015 706.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; *Audiotape Recordings; *Comprehension; Instructional Effectiveness; *Intermode Differences; Learning Modules; Pretests Posttests; Reading Skills; Secondary Education; Tables (Data); *Time on Task; Vocational Education
IDENTIFIERS- *Compressed Audiotape Recordings; *Printed Materials

This study was designed to determine whether systematically designed text augmented with compressed speech could increase the number of objectives achieved and reduce the amount of learning time needed for mastery of the objectives. Subjects were 78 students from 5 Florida schools with vocational education programs. Their reading levels ranged from grade levels of 3.1 to 12.9, with the mean score of 8.8. The instructional material used was the unit "Good Work" from the Employability Skills Series, which includes a text module covering the introduction, knowledge objectives, and instructional objectives, together with practice activities and audiotapes corresponding to the text. The tape recordings of the text were made by a professional radio announcer at an average speed of 175 words per minute; a compressed speech tape was created at 262 wpm. Subjects were divided into three groups: the control group (n=28) received the text only, and each of two experimental groups received the text and one of the audiotapes (n=28 for normal speech, n=22 for compressed speech). Subjects worked in a laboratory setting and project monitors timed the use of the tapes and administered a posttest. Statistical results of the study showed systematically designed text to be highly effective; all three groups reached a ceiling effect on the mastery of the objectives. Another finding was that the overall variance in the amount of time used for the lesson was reduced by the use of compressed speech. Successful comprehension in combination with the other findings for efficiency, time savings, and reduced variability, demonstrate that the use of compressed speech tapes to augment systematically designed instruction may be a valuable instructional method when a cost-benefit is determined. Data are displayed in 10 tables. (31 references) (BBM) introduction. These papers presented viewpoints about the social, political, and economic issues surrounding the use of computers in schools; each of the five presenters addressed a particular aspect of a critical social issue. The three papers are: (1) "Educational Computing and School Change: Influences on Teachers' Roles and Pedagogy" (Nancy Nelson Knupfer); (2) "Education as Marketplace" (Howard Besser); and (3) "Computers and Copyright: The Unpopular Dilemma" (Landra L. Rezabek). (BBM)

ED 348 005 IR 015 742

Knupfer, Nancy Nelson; Clark, Barbara I.
Tessellating with Logo: Effects on Visual Literacy.
PUB DATE- Feb 92
NOTE- 12p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology and Sponsored by the Research and Theory Division; see IR 015 706.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; *Art Activities; *Computer Graphics; Elementary Education; *Geometric Constructions; Grade 2; Grade 6; *Pattern Recognition; Pretests Posttests; Programing Languages; Skill Development; Thinking Skills; *Visual Literacy
IDENTIFIERS- *LOGO Programing Language; *Tessellations

This investigation of the potential of a Logo environment to develop visual literacy skills in elementary school students focused on the recognition of Escher-type geometric constructions by second and sixth grade students. Four research questions were addressed: (1) whether students can use higher-order and creative thinking skills in using computers to create mathematical tessellations and art; (2) whether they can create Escher-like tessellations using Logo; (3) whether this enhances their visual literacy and visual perception; and (4) whether they can transfer that knowledge when looking at the prints of M. C. Escher and describe the more obvious figures and underlying geometrical shapes within Escher's prints. The treatment group was made up of 110 second and sixth grade students, most of whom had not been exposed to Logo, and the control group numbered 126 students in the two grades. A pretest and posttest were conducted using Escher prints. No significant differences in figure and geometric shape identification were found among the student groups on the pretest. Students in the experimental group used LogoWriter (LCSI) to practice creating and tessellating shapes following an introductory paper and pencil exercise, and additional information on Escher was made available to them. Analyses of the final data showed that sixth grade students identified significantly more shapes than did second grade students, and those in the treatment groups identified more shapes than those in the control groups. Further, the older students who received the treatment identified the most geometric shapes. Based upon the observed performance and the generally positive attitude of the students, along with the changes in their ability to see geometric constructions with a piece of artwork, it is concluded that using Logo can be helpful in promoting visual-spatial awareness. (9 references) (BBM)

ED 348 006 IR 015 743

Knupfer, Nancy Nelson; And Others

considering alternate methods of formative evaluation introduces a review of the results of evaluations of the overall effectiveness of interactive technology-based instructional programs, primarily computer assisted instruction and interactive video. An overview of planning and conducting formative evaluations as an on-going process through all phases of design and development is then presented. Multiple methods for collecting and analyzing data are also reviewed, with emphasis on the selection of appropriate methods. Suggestions for reporting the results and a summary of some of the major considerations in conducting formative evaluations conclude this paper. (63 references) (BBM)

ED 348 022 IR 015 759

Shlechter, Theodore M.; And Others
Students' Attitudes toward Small Group CBI: A Question of Aptitude.
PUB DATE- Feb 92
NOTE- 10p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology and Sponsored by the Research and Theory Division; see IR 015 706.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Aptitude; *Aptitude Treatment Interaction; *Computer Assisted Instruction; Grade 7; *Individualized Instruction; Junior High Schools; Middle Schools; Sex Differences; *Small Group Instruction; *Student Attitudes
IDENTIFIERS- *Learning Environments; Middle School Students

This investigation examined middle-school students' attitudes toward and abilities to benefit from small group computer-based instruction (CBI) as a function of their academic aptitudes, gender, and learning situations. Two studies were conducted with different tasks. Seventy-six seventh graders (39 high aptitude and 37 low aptitude) from a suburban school completed a task designed for individual performance; while a group of 56 students from an inner-city middle school completed a task designed for small group performance. After completing the tasks designed for individualized performance, higher ability students preferred individualized CBI and lower ability students preferred small group CBI; while the opposite set of values was found for the small group learning task. It was concluded that an aptitude-by-treatment interaction (ATI) seems to exist between students' preferences for small group or individualized CBI and their academic abilities, and that this ATI effect appears to be a function of the learning situation rather than any inherent predisposition for small group or individualized CBI. (18 references) (Author/BBM)

ED 348 023 IR 015 760

Shore, Ann; Daniel, Dan
Enhancing Teacher Utilization of Complex Instructional Systems.
PUB DATE- Feb 92
NOTE- 9p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology and Sponsored by the Research and Theory Division; see IR 015 706.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- en students' preferences for small group or

PUB DATE- Feb 92
NOTE- 21p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology and Sponsored by the Research and Theory Division; see IR 015 706.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Psychology; Course Content; *Course Organization; *Epistemology; *Instructional Design; Learning Theories; Literature Reviews; *Models; Psychological Studies; Sequential Approach; *Sequential Learning
IDENTIFIERS- Constructivism; *Elaboration Theory

This paper offers a critique of elaboration theory (ET) based on recent cognitive research and offers suggestions for updating the model to reflect new knowledge. It begins by summarizing the basic strategies of this model for sequencing and organizing courses of instruction: (1) organizing structure; (2) simple-to-complex sequence; (3) sequencing guidelines; (4) summarizers; (5) synthesizers; (6) analogies; (7) cognitive strategy activators; and (8) learner control. It then discusses the notion of content structure and its epistemological assumptions, including the basic idea of content structure, how content is structured, content structure as organizing structure, and ill-structured domains. Discussions of sequencing issues address microworld design, functional context training, cognitive apprenticeships, cascaded problem sets, middle-out sequencing, sequencing for conceptual change, and internal reflection-in-action processes. Making content structure explicit is also discussed. The paper concludes with four recommendations: (1) deproceduralize the theory; (2) remove unnecessary design constraints; (3) base organization and sequencing decisions on learners' understandings as well as the logic of the subject matter; and (4) assume a more constructivist stance toward content structure and sequencing strategy. (89 references) (BBM)

ED 348 041   IR 015 778

Wolf, Beverly A.
Experienced and Novice Teacher Differences in Identifying Instructional Problems.
PUB DATE- Feb 92
NOTE- 13p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology and Sponsored by the Research and Theory Division; see IR 015 706.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Analysis of Variance; *Decision Making; *Education Majors; Elementary Secondary Education; Graduate Students; Higher Education; *Instructional Design; *Problem Solving; Teacher Education; *Tests; Undergraduate Students

Teachers average a decision every two minutes when they are teaching. The kinds of decisions they make affect their students. One hundred twenty-two undergraduate and graduate education majors were tested to explore what decision they would make when confronted with problem statements related to journal articles entered into the ERIC database. A general discussion of the principles of ERIC cataloging, definitions used, use of mandatory vs. optional data elements, etc. is provided in the Introduction. The body part of the section is organized alphabetically by the keyword of 24 data elements: Abstract/Annotation; ERIC Accession Number; Audience; Author; Availability (Other Than EDRS); Clearinghouse Accession Number; Contract/Grant Number; Descriptors; Geographic Source; Government Status; Identifiers; Institution; Issue (of Abstract Journal); Journal Citation; Language; Level of Availability (at EDRS); Note; Pagination; Publication Date; EDRS Price Code; Publication Type; Report Number; Sponsoring Agency; and Title. Within each data element the material is organized by: (1) Profile--displaying the name of the element, the keyword used in entering the data element, files ("Resources in Education" and "Current Index to Journals in Education") in which the data element appears, mandatory/optional status, ERIC component supplying the data, character set (alphabetic, numeric, and special used), subfields, field length, and field ID number on the ERIC magnetic tape); (2) Typical Entry; (3) Text--including rules and guidelines, relationship to other fields, any authority lists; (4) Summary of Significant Rules; and (5) Examples. Several of the data elements have associated authority lists (country names, language names, publication types, etc.). Three attachments are included: (1) Obsolete/Discontinued Fields (a 3-page description); (2) Cataloging Specific Types of Documents; and (3) CENDI/COSATI Guidelines for "Organization Names" (extracted from its "Guidelines for Descriptive Cataloging of Reports"). (CRW)

ED 348 061 IR 054 282

Brandhorst, Ted, Ed.
Abstracting/Annotating. ERIC Processing Manual, Section VI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 44p.; Supersedes previous edition ED 219 087. Loose-leaf, updated continuously. Section 6 of the ERIC Processing Manual (IR 054 276).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - General (130)
DESCRIPTORS- *Abstracting; Databases; Information Retrieval; Information Storage; Library Technical Processes; *Technical Writing
IDENTIFIERS- *ERIC

Rules and guidelines are provided for the preparation of abstracts and annotations for documents and journal articles entering the ERIC database. Various types of abstracts are defined, including the Informative, Indicative, and mixed Informative-Indicative. Advice is given on how to select the abstract type appropriate for the particular document. The content of a good abstract is covered under such headings as Subject Matter, Purposes, Author's Viewpoint, Intended Audience, Relationship to Other Works, Intended Use, Special Features, Results or Findings. Detailed rules are provided for the composition of an abstract, covering such topics as Length, Voice, Tense, Abbreviations and Acronyms, Lists, Numbers, etc. Certain kinds of documents present special abstracting problems and these are treated under the following headings: Reports

DESCRIPTORS- *Articulation (Education); Career Ladders; Community Colleges; *Cooperative Planning; Grants; Males; Minority Groups; Nurses; *Nursing Education; *Program Descriptions; *Program Proposals; Student Recruitment; Two Year Colleges; *Vocational Education

The American Association of Community and Junior Colleges's Nurse Shortage Project was designed to alleviate the nurse shortage by helping community colleges improve recruitment, retention, and graduation in nursing programs through direct mini-grants, with a special emphasis on Tech Prep/Associate Degree initiatives between secondary schools and community colleges. Mini-grants of an average $8,000 were awarded for the following projects: "Minority High School Apprentice Program in Nursing" (Florida Community College CC at Jacksonville); "Promoting Career Opportunities in Nursing to the Minority and Male Population of Galveston" (Galveston College, Texas); "Hocking Technical College Career Ladder Nursing Opportunity Program" (Ohio); "2   2 High School/College Nursing Education Program" (Kauai CC, Hawaii); "Language Enrichment for Nursing Students" (LaGuardia CC, New York); "Salish Kootenai College Project for Recruitment and Retention of Native Americans in Associate Degree Nursing" (Montana); "Production of Two High Interest, Four-Minute Videos to Recruit Under-Represented High School Students into Nursing" (Santa Barbara City College, California); "A Proposal to Facilitate the Upward Career Mobility of Licensed Practical Nurses to Complete the Associate Degree and Registered Nurse Requirements" (Umpqua CC, Oregon); "Nursing Tech-Prep Career Ladder Completion Project Emphasizing Minority/Male Success" (Washtenaw CC, Michigan); "Registered Nurse Shortage Project at Wytheville CC" (Virginia); "A Project to Increase Admission, Retention, and Graduation Potential of Minority Nursing Students" (CC of Philadelphia, Pennsylvania); "Marshalltown High School - Marshalltown CC Tech Prep Nursing Curriculum Project" (Iowa); "Multiple Entry Nursing Career Ladder" (Monroe CC, New York); "Accelerated Curriculum--Licensed Practical Nurse (LPN) to Registered Nurse (RN)" (New Mexico Junior College). This status report provides a 1- to 2-page summary of the objectives and results of the 10 Round One college projects, and brief summaries of the proposals for the 9 Round Two projects. (JMC)

ED 348 079   JC 920 224

Hurst, Darrell, Ed.; Jobin, Robert, Ed.
VCCA Journal: Journal of the Virginia Community Colleges Association, 1990.
PUB DATE- 90
NOTE- 60p.; Journal frequency stated as "twice a year", but only one issue published in 1990.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adjunct Faculty; College Outcomes Assessment; *College Planning; *College Programs; *Community Colleges; Cultural Awareness; Grants; *Humanities Instruction; Learning Modules; Learning Resources Centers; Models; *Multicultural Education; *Part Time Faculty; Poetry; Politics of Education; Program Descriptions; School Holding Power; Staff Development; Two Year Colleges
IDENTIFIERS- *Virginia

Volume 5 of the "VCCA Journal" contains the following articles: (1) "Outcomes Assessment Weather Forecast: A Cold Wind Blowing from the North," by David C. Hanson; (2) "The National Endowment for the Humanities Grant at Piedmont Virginia program core discipline review were estimated to offer substantial potential net savings upon termination; (6) statewide, county aid provided 39% of community college unrestricted revenues in FY91, while PGCC received only 29% of its aid from county support; (7) Prince George's County allocated 1.2% or less of its budget to PGCC, while peer counties had contributed on average twice as large a share of their budgets to their community colleges; and (8) with the lowest level of county support, PGCC had the highest tuition and fee charges among its peer colleges. (JMC)

ED 348 095 JC 920 391

Curtis, Stephen M.; And Others
Faculty and Staff Development: Two Models of Administrative-Faculty Linkages.
PUB DATE- 8 Jul 91
NOTE- 18p.; Paper presented at "Leadership 2000," the Annual International Conference of the League for Innovation in the Community College and the Community College Leadership Program (3rd, Chicago, IL, July 7-10, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; Curriculum Development; Educational Quality; *Faculty College Relationship; *Faculty Development; Faculty Fellowships; Inservice Education; Instructional Improvement; Sabbatical Leaves; *Seminars; Staff Development; *Teacher Effectiveness; *Teaching Skills; Two Year Colleges; Workshops
IDENTIFIERS- *City University of New York Manhattan Comm Coll

At Borough of Manhattan Community College (BMCC) in New York, over 90% of the students are ethnic minorities, and two-thirds are women. Among BMCC freshmen, 70% require some form of remediation. Faculty development efforts at the college emphasize the issues of serving an ethnically diverse student population and of reinforcing the basic skills of students. Faculty development efforts at the college have included: (1) faculty exchanges permitting BMCC faculty to teach at other institutions within the City University of New York (CUNY) system; (2) dissertation counseling seminars for tenured faculty who have completed doctoral course work; and (3) release time for faculty to attend special seminars examining issues such as gender, race, and ethnicity as they relate to the curriculum. Three faculty development projects have been initiated by the Office of Academic Affairs: (1) the Urban Academy Project (UAP), which provides faculty with in-service training on new methods to improve teaching; (2) the Freshman Year Project, which involves faculty in freshman orientation activities, and provides special seminars for faculty teaching paired or blocked freshman courses; and (3) the Committee on Pluralism and Diversity in the Curriculum, which presents forums and workshops to promote greater awareness of pluralism in the classroom. Activities initiated by faculty committees have included Faculty Development Day, the Faculty Mentoring Program, interdepartmental grants, and the Colloquium on College Teaching. Brief descriptions of each university and campus faculty development activity are included. (PAA)

ED 348 096 JC 920 392

Curtis, Stephen M.; Harte, Joyce

transfer. Finally, chapter 9 offers recommendations for strengthening the collegiate connection. A detailed examination of the five liberal arts disciplines, and 125 references are included. (MPH)

ED 348 112 JC 920 410

Belcher, Marcia J.
College Preparatory Instruction: Study Results from a Legislative Request.
PUB DATE- Mar 92
NOTE- 59p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; Basic Skills; College Outcomes Assessment; *College Preparation; Community Colleges; Comparative Analysis; Degrees (Academic); *Ethnicity; Grades (Scholastic); *High Risk Students; Longitudinal Studies; Minority Groups; Multicampus Colleges; *Remedial Programs; Student Placement; Tables (Data); Two Year Colleges; Two Year College Students
IDENTIFIERS- *College Level Academic Skills Test

In response to a request from the 1992 Florida State Legislature, Miami-Dade Community College (M-DCC) participated in a longitudinal study of college preparatory instruction. M-DCC student testing and outcomes data were collected for four cohorts of first-time-in-college students enrolling in fall terms 1986 through 1989. Highlighted findings included the following: (1) over the 4 years studied, a constant two-thirds of entering M-DCC students needed college preparatory work (CPW) in one area or more; (2) 80% of Black non-Hispanics, 64% of Hispanics, and 60% of White non-Hispanics required CPW; (3) although most students requiring remediation began CPW (between 73% and 84% depending on the year and subject area), less than two-thirds completed their CPW; (4) 81% of the students who completed CPW in reading and writing had grades of C or better in later English courses, compared to 86% of the students who did not require CPW; but in mathematics courses, college preparatory completers continued to lag behind (59% vs. 72% with a C grade or better); (5) after 5 years, 64% of the students who completed CPW in reading and writing had either graduated, were still enrolled, or had left with a satisfactory grade point average; (6) the graduation rate was nearly twice as high for those never needing CPW; and (7) over 40% of M-DCC graduates over the past 3 years had entered the college needing college preparatory instruction. A discussion of the implications of study findings, 25 data tables and figures, and the data collection form are included. (Author/MPH)

ED 348 113 JC 920 411

Morris, Cathy
Campus, Campus Center, and Outreach Profile: Analysis of Students Taking Courses at Various Locations, Fall Term 1991.
PUB DATE- Apr 92
NOTE- 25p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Community Colleges; Comparative Analysis; Continuing Education Centers; Courses; *Enrollment; *Ethnic Distribution;

inquiry used to generate it, examine critical analyses of texts, and develop their own criticisms drawing on personal experience. Many community colleges have begun to implement critical thinking programs of their own, most of which begin with seminars for the instructors, focusing on curriculum redesign, coaching, evaluation, and follow-up. Promoting critical thinking will require changes not only in teaching practices, but also in the curricula and mission of community colleges. (MAB)

ED 348 129 JC 920 479

Ignash, Jan
In the Shadow of Baccalaureate Institutions. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Articulation (Education); Bias; College Transfer Students; *Community Colleges; *Educational Attitudes; Higher Education; *Institutional Cooperation; Prestige; Professional Recognition; *Status; Two Year Colleges; *Universities
IDENTIFIERS- ERIC Digests

Interfering with the ability of community colleges to face the challenges involved in fulfilling their multiple missions is the fact that the colleges are often regarded as "inferior" when compared to four-year baccalaureate institutions. Ironically, many of the concessions that community colleges have made to gain stature have hurt, rather than enhanced, their image. Shifting to the academic calendar, and to a collegiate credit system, has hindered occupational program delivery, while adopting general education requirements has exacerbated credit transfer problems for community college transfer students. In no area is the imbalance of status felt more deeply than transfer. Faculty at four-year schools often regard community college transfer students as inferior, even though they perform as well academically as native students. Moreover, four-year institutions dominate decisions about transfer and are unlikely to relinquish control unless forced to do so by accrediting agencies or state mandate. This imbalance of power has suppressed the community colleges' freedom to set curriculum, particularly limiting interdisciplinary and innovative course offerings. Yet, community colleges continue to serve successfully a diverse and growing population, performing critical and often disparate functions under heavy constraints. Examples of positive collaboration between two- and four-year institutions do exist. Community colleges need not live in the shadow of baccalaureate institutions; equal partnership between two- and four-year schools is vital to achieving effective education for the nation's citizens. (MAB)

ED 348 130 PS 016 292

Epstein, Joyce L.
Toward an Integrated Theory of School and Family Connections. Report No. 3.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 86

Program for teachers, students, food service personnel, and parents. In this booklet, a description of Colorado's child nutrition programs is followed by a presentation of statewide data on average meal prices, average per plate costs, trends in students served, donated commodities, and economic impact. The bulk of the report consists of tables presenting data for the state's school districts that are grouped according to setting: core city, Denver Metro, urban/suburban, outlying city, outlying town, recreational, rural, and small attendance. The tables indicate: (1) district membership; (2) average daily lunch participation; (3) total percentage of children participating; (4) number of schools providing lunch, breakfast, and SMP; (5) number of sites with kitchens and walk-in or carry-out provisions; (6) breakfast and lunch prices for elementary, middle, junior high, and high schools, and for adults; (7) costs included in per plate costs; and (8) other information. (AC)

ED 348 148 PS 020 674

Day, Barbara; And Others
The Education and Care of Young Children. Report of the ASCD Early Childhood Consortium.
PUB DATE- Apr 92
NOTE- 72p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; Consortia; *Curriculum Development; Demonstration Programs; *Early Childhood Education; Early Intervention; *Educational Innovation; *Inservice Teacher Education; Kindergarten; *Preschool Education; Program Descriptions; Program Evaluation; School Support
IDENTIFIERS- *Developmentally Appropriate Programs; *Early Childhood Consortium (ASCD)

In fall, 1988, the Association for Supervision and Curriculum Development (ASCD) in Alexandria, Virginia selected 12 districts to comprise an Early Childhood Consortium. Consortium members attended two meetings a year for 3 years; received assistance in such areas as child-centered instruction and developmental curricula; planned an exemplary early childhood program for their district; and evaluated outcomes. Section 1 of this third-year report explains the consortium's purpose and goals, the school district selection process, and issues considered. Section 2 describes the six consortium meetings. After a discussion of the design of assessment tools, section 3 summarizes lessons learned about assessment, change, developmentally appropriate programs, early childhood advocacy, full- versus half-day kindergarten, the ways in which young children learn, multi-age grouping, and staff development. Finally, section 4 presents reports from the consortium members, who are employees of school districts in: (1) Aspen, Colorado; (2) Elmira, New York; (3) High Point, North Carolina; (4) Jackson, Mississippi; (5) Lincolnwood, Illinois; (6) Muscatine, Iowa; (7) Portland, Oregon (2 districts); (8) Redwood City, California; (9) Waukesha, Wisconsin; (10) South Brunswick, New Jersey; and (11) Phoenix, Arizona. The consortium application form, the form by means of which districts agreed to participate in the consortium, and a list of the school district addresses are appended. (AC)

(Prague, Czechoslovakia, March 23-27, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - General (050),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Elementary School Students; Elementary Secondary Education; *Empathy; Foreign Countries; Music Education; *Preschool Children; Preschool Education; Prosocial Behavior; *Secondary School Students; *Self Esteem; Social Development
IDENTIFIERS- Finland

Definitions of empathy according to psychoanalysis, cognitive psychology, and humanistic psychology are discussed. A model of empathy that involves physiological, kinesthetic, affective, motivational, and cognitive components is presented. These components should be considered in the teaching of empathy. Such teaching should help individuals develop concepts of the world, the human being, and nature, and establish a positive self-image. Several studies relating to empathy are described. In a study of elementary and secondary school students in Helsinki, Finland, students who participated in an in-school empathy instruction campaign showed increased emotional receptiveness and decreased denial of emotion after the campaign. Other studies discussed examined: (1) the relation between empathy and self-esteem and substance use among elementary and secondary school students; (2) the social behavior of day care children; (3) the effects of an empathy instruction campaign on the development of empathy in preschoolers; and (4) the effect of music education on the empathy of 6-year-old children. Means of teaching empathy throughout the human lifespan, and actions that promote empathy and prosocial behavior, are listed. A 17-item reference list is provided. (BC)

ED 348 168 PS 020 757

Oversight on the School Lunch Program. Hearing on the Implementation of the National School Lunch Program before the Committee on Agriculture, Nutrition, and Forestry. United States Senate, One Hundred Second Congress, Second Session.
PUB DATE- 3 Mar 92
NOTE- 53p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Breakfast Programs; *Child Health; Childhood Needs; Elementary Secondary Education; *Federal Programs; Food; Food Service; Hearings; *Lunch Programs; *Nutrition
IDENTIFIERS- Congress 102nd; Department of Agriculture; *School Lunch Program

This hearing on the status of the national School Lunch Program opens with statements from Senator Patrick Leahy, the committee chairman, and three other senators. Testimony or prepared statements were received from the chef of the Barre Town (Vermont) Elementary School, representatives of the American School Food Service Association; the head of the child nutrition programs in Vermont; the American Federation of State, County, and Municipal Employees; and the director of a child nutrition and food distribution service in North Dakota. Topics addressed included: (1) funding and other problems of the School Lunch Program and School Breakfast Program; (2) regulation of these programs by the Department of Agriculture; (3) nutritional needs of children; (4) nutritional guidelines literature, and traditional values are all transmitted through language. A clear statement of federal policy is mandatory to protect and encourage diverse cultural practices. This resolution recommends that educational institutions recognize indigenous languages in the same way that foreign languages are recognized, including the inclusion of such languages in academic curricula. A brief legislative history section notes that S.J. Res. 379 was introduced on September 15, 1988 and referred to the Select Committee on Indian Affairs who recommended passage by the Senate. The Congressional Budget Office indicated there would be no increase in direct federal, state, or local government costs as a result of passage of this bill. It was also deemed that this resolution would have a minimal impact on regulatory paperwork requirements. (LP)

ED 348 187 RC 018 753

Nicholl, James R.
The First Mexican American Fictional Hero.
PUB DATE- 91
NOTE- 13p.; A revision of an unpublished paper originally presented at the Annual Meeting of the Western Literature Association (Ft. Worth, TX, October 1985).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Historical Materials (060)
DESCRIPTORS- *Adolescent Literature; American Indians; *Ethnic Bias; *Ethnic Stereotypes; *Fiction; Literary History; *Mexican Americans; *United States Literature
IDENTIFIERS- Cowboys; *Heroes; Live Boys in the Black Hills; Live Boys or Charley and Nasho in Texas

This paper describes the appearance of the first Mexican-American fictional hero in American literature. In 1878 a book entitled, "Live Boys; or, Charley and Nasho in Texas" was published in Boston; the book described the adventures of a Mexican-American hero called Nasho from the Southwestern United States. The author was Thomas Pilgrim, a young Austin (Texas) lawyer originally from Gonzales, Texas. A sequel to the book was also published and entitled "Live Boys in the Black Hills or the Young Texan Gold Hunters." The first novel involved an authentic description of a cow trail drive from Texas to Kansas. The Chicano boy, Ygnacio de Garapitas (Nasho), was a native of the Texas side of the lower Rio Grande river valley. More knowledgeable than most adult Anglo-American men about Indians and outdoor lore, Nasho in both novels often demonstrates his wisdom, as well as his skill and bravery, in a variety of challenging situations. The first novel also features the hunting adventures of Nasho and his Anglo companion Charley and describes the boys' visit to the great 1876 Centennial Exhibition in Philadelphia and their return trip to central Texas via Kansas and the Indian Territory. The author used Nasho to break a 19th-century American literary tradition of portraying Mexicans and Mexican Americans as cowardly. This paper provides excerpts from both novels. Pilgrim never completed an anticipated third novel; readers are left to surmise what other adventures happened in the life of Nasho, most likely the first Mexican-American fictional hero. (LP)

ED 348 188 RC 018 770

Cameron, Jim M. R., Ed.; Griffith, Dennis A., Ed.
Education, Equity, and the Crisis in the Rural Community.

Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Classroom Environment; Classroom Techniques; Discussion (Teaching Technique); Educational Theories; Elementary Secondary Education; *Experiential Learning; Learning Processes; *Outdoor Education; *Questioning Techniques; Student Experience; *Teaching Methods; Thinking Skills; *Transfer of Training
IDENTIFIERS- *Reflection Process; Reflective Inquiry

An instructional activity is educational only when students understand its meaning and apply their understanding to future situations. Outdoor educators seek to improve teaching and learning through direct experience but, if such experiences are to be meaningful and applied to life situations, teachers must help students learn from carefully planned and guided reflection sessions. This guidebook deals with the theory and practice of reflecting upon experiences, using examples from outdoor education. Chapter 1 discusses common uses of reflection in everyday life; findings of cognitive research related to reflection and experiential learning; six scenarios illustrating classroom uses of reflection; definitions of reflection, knowing, thinking, and learning; types of knowledge and the relationships among them; and contributions of Socrates, Dewey, Piaget, and Vygotsky on the educational value of reflection in a group setting. Chapter 2 describes how to lead a reflection session, focusing on planning, teacher facilitation skills, educational objectives, and developing a supportive climate in a caring community of learners. Other chapters outline questioning strategies and techniques, describe alternate reflection activities, and list questions for teacher reflection on this guidebook. This booklet contains 53 references. Appendices list various types of reflective and evaluative questions, and 47 additional resources: organizations, networks, colleges, books, and bibliographies. (SV)

ED 348 205 RC 018 920

Freitas, Deborah Inman
Managing Smallness: Promising Fiscal Practices for Rural School District Administrators.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 92
NOTE- 80p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Budgeting; *Educational Finance; Elementary Secondary Education; *Financial Problems; *Money Management; Politics of Education; Rural Education; *Rural Schools; *School Administration; School Districts; School Funds; *State School District Relationship
IDENTIFIERS- *Small School Districts

Based on a mail survey of over 100 rural school administrators in 34 states, this handbook outlines common problems and successful strategies in the financial management of rural, small school districts. Major problems are related to revenue and cash flow, increasing expenditures, providing quality troubleshooting for FM systems, and shipping the hearing aid out for repairs. The third section focuses on use of hearing aids in the classroom. Subsections consider explaining the hearing aid to the class, auditory training for the new hearing aid wearer, and using audiovisual equipment. Attached handouts offer tips for teachers, students, and parents (in both English and an indigenous language of the Northwest Territories). (DB)

ED 347 764 EC 301 382

From Vision to Commitment: Special Education Annual Division Action Plan (ADAP).
PUB DATE- May 91
NOTE- 181p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Delivery Systems; *Disabilities; *Educational Change; Elementary Secondary Education; Foreign Countries; Long Range Planning; Needs Assessment; Objectives; *Program Development; Public Schools; Resource Allocation; School Districts; *Special Needs Students; Surveys
IDENTIFIERS- *Manitoba (Winnipeg)

This document presents the special education plan for the Winnipeg (Manitoba) school district. The first section offers an overview, reviewing objectives of the 1990-91 school year and outlining major projects for 1991-92. Section II covers the planning process with emphasis on Project LINCS (Linking Individual Needs with Coordinated Systems), designed to facilitate systems change and the development of the Annual Division Action Plan. Section III emphasizes the program's philosophy and goals with statements of the goal of special education and the Special Education Department's mission and beliefs. Section IV details the comprehensive service delivery system including the continuum of special education supports, special education programs, procedures, personnel, and the child guidance clinic. Results of a needs survey are presented in Section V. The survey addressed (1) beliefs and concerns related to the special education service delivery model; (2) needs identification; and (3) the special education 1991/92 program recommendations according to 5-year plans. Section VI briefly describes the status of 22 other divisional resources (e.g., resource teachers, counseling services, the Migrancy Program, and building modifications). Each section also includes appendixes which further detail the school district's policies and procedures. (DB)

ED 347 765 EC 301 383

Research in the Classroom. Fifth Annual Report of Research Projects Conducted by Educators in Their Classrooms.
PUB DATE- Feb 92
NOTE- 24p.; For the fourth annual report, see ED 333 668.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adapted Physical Education; Audiotape Recordings; *Classroom Research; Cognitive Style; Elementary Secondary Education; Instructional Effectiveness; Interpersonal Competence; Kinesthetic Methods; Language Acquisition; Language Handicaps; *Learning Disabilities; Oral Reading; Peer Teaching; Physical Education; Remedial Reading; Self Esteem; Social

Materials; *Languages for Special Purposes; Second Language Instruction; Systems Approach; *Testing

Two types of feedback are examined, and their use in controlling the processes of instructional development and improvement are discussed. Closed-loop feedback, the most direct, uses immediate feedback about a process or product to make immediate adjustments in it. Open-loop feedback, in which input cannot be changed immediately, uses feedback to make changes in a subsequent event. The consequences and applications of these two types of control for language teaching methodology, and specifically for languages for special purposes, are explored. The 2 control types are seen as related to instructional approaches, teacher-proof and teacher-autonomous, which have implications for materials, instructional need analysis, course design, evaluation, and the role and introduction of feedback in the classroom. The integration of feedback, evaluation, and learning is illustrated in the process of teaching a study skill, summary-writing. Appended materials include a checklist on classroom feedback management for teachers, instructions for teaching summary-writing, the Portuguese version of such a unit taught to electronics technicians, and a personal recording card to help students and teachers assess their own learning throughout the course. (MSE)

ED 347 784 FL 018 422

Mondahl, Margrethe; Jensen, Knud Anker
Information Processing in a Translation Task.
PUB DATE- 89
NOTE- 53p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cognitive Processes; Danish; *English (Second Language); Grammar; *Language Patterns; *Language Processing; Problem Solving; Second Language Instruction; Second Language Learning; *Translation; Uncommonly Taught Languages

Advanced learners' processing of linguistic knowledge in connection with a translation task from Danish into English is discussed. The focus of the discussion is on learners' use of different types of linguistic knowledge (the degree to which they use this linguistic knowledge and the form in which it is represented). The following issues are addressed: (1) introspection as an elicitation method in data collection; (2) a theoretical model based on cognitive psychology; (3) a taxonomy of three types of knowledge representation; (4) an analysis of learners' mental representations of linguistic knowledge along two dimensions. Pedagogical implications, particularly the role of grammar instruction, are also discussed. Analysis suggests that if the learner does not identify any particular problems in the translation process, solutions are arrived at based on skill- and rule-based knowledge. If the learner identifies problems, the solution pattern involves the application of knowledge or rule-based knowledge. The linguistically most competent learners are able to activate skill-based, or at most, rule-based knowledge. (Author/MSE)

ED 347 785 FL 018 552

Rudin, Catherine
Omaha Language Preservation in the Macy, Nebraska Public School.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Oct 89

Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *English (Second Language); *Folk Culture; Foreign Countries; Indigenous Populations; Instructional Materials; Second Language Instruction
IDENTIFIERS- *Belize

This combined reader and teacher's guide for English second language instruction was developed from teacher workshops conducted in Belize. The reader consists of stories, poems, and drama from the indigenous people of that country, accompanied by supporting English language learning exercises and activities. Texts represent aspects of indigenous culture and are grouped according to the following categories: folk tales, holidays, school and home life, life in the country, river and sea, town and city, and the nation of Belize. The components of most lessons are: a preview section for students; then the story; and lastly exercises and vocabulary building activities. Some illustrations are included. The text of the reader and the text of the teacher's guide are presented in a parallel format. An introduction to the guide offers suggestions for instructional techniques, grouping, and supplementary activities. (MSE)

ED 347 809 FL 020 173

Fox, Janna; And Others
Psychometric Properties of the CAEL Assessment: An Examination of the Dependability/Reliability of Placement Decisions.
PUB DATE- 22 Jun 92
NOTE- 36p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Criterion Referenced Tests; *English for Academic Purposes; Foreign Countries; Higher Education; *Language Skills; *Language Tests; Limited English Speaking; *Psychometrics; Second Language Instruction; *Student Placement; Test Reliability
IDENTIFIERS- *Carleton Academic English Language Assessment; Carleton University ON

The Carleton Academic English Language (CAEL) Assessment is a criterion-referenced test developed at Carleton University (Canada). It combines logic of performance testing with ethics of gradual admission, i.e., that limited-English-speaking students should be allowed to begin limited academic study in English, based on language proficiency and with the support of additional language instruction. The test was developed from the model of the Ontario Test of English as a Second Language, but provides multiple, parallel versions for test security. The test is administered in two stages: (1) student registration by trained interviewers, with an informal sample of student writing taken; and (2) a formal, written test based on a simulation and set of integrated activities on a single academic theme, drawn from a first-year undergraduate course. Using results, it is possible to construct a profile of language use for academic purposes. Each language skill (speaking, listening, reading, and writing) is evaluated differently but standardized to a band score. The four scores provide data for overall language assessment and placement decisions. The test's reliability for placement decisions was assessed through teacher perceptions of placement appropriateness, advisor feedback, and grade trends. It is proposed that the CAEL may provide a model for other institutions. (MSE)

SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 92
NOTE- 32p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Language; *Class Activities; Editing; Elementary Education; *English (Second Language); *Language Skills; *Limited English Speaking; Program Implementation; Workshops; Writing Assignments; *Writing Instruction; Writing Skills

Examples of writers' workshops and ways to implement them for children's second-language learning are described in this handbook for teachers. Writers' workshops are important structured classroom events that provide children with opportunities to demonstrate their facility as writers. The theory behind writers' workshops is that children acquiring English are capable of much more than is generally expected of them. Writing is described as a process that is meaning-making, recursive, and developmental. Classroom procedures for designing a writers' workshop are outlined; they cover the following areas: classroom set-up, classroom procedures, teacher and student roles, native language literacy, and teaching English to speakers of other languages (ESOL) classes. A step-by-step approach to implementing the workshop is offered that includes getting started, topic generation and selection, audience and publication, writing conferences, contextualized skills teaching, editing (e.g., self-editing, peer editing, adult editing, copy editing), and publishing. A sample chart illustrates how to document a child's progress by recording dates, time spent writing, what was worked on, and comments. Contains 19 references, including books, journals, and videos useful to teachers. (LB)

ED 347 833 FL 020 497

de Abrew, Kamini; Khamphasinovanh, Thong
Lao Language Competencies for Peace Corps Volunteers in the Lao People's Democratic Republic. Draft.
PUB DATE- 7 Dec 91
NOTE- 368p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Competency Based Education; Foreign Countries; *Grammar; *Language Patterns; *Lao; Pronunciation; Second Language Learning; *Sentence Structure; *Tone Languages; Uncommonly Taught Languages; Vocabulary Development
IDENTIFIERS- International Phonetic Alphabet; *Laos; *Peace Corps

This Lao language textbook is the second draft of a book developed for teaching Lao to United States Peace Corps volunteers (PCVs) and is designed to be used with a Lao language instructor familiar with competency based curricula. It is not designed for self-instruction, although after some hours of use, students may be familiar enough with the format, phonetics, and explanations of sentence patterns to use it for self-study. The text is intended for about 150 hours of instruction. Eighty-eight competencies or survival language skills form the framework for the materials' content. An

ED 347 853 FL 020 778

Cooperative Learning for Students from Diverse Language Backgrounds. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Class Activities; *Cooperative Learning; Cultural Differences; *Limited English Speaking; Second Language Learning; *Teaching Methods
IDENTIFIERS- ERIC Digests

In cooperative learning, students work together in small groups on tasks that require cooperation and interdependence among all individuals in each group. This digest looks at how cooperative learning can be used as an effective method for working with students from diverse language backgrounds. Focus is specifically on the structural approach to cooperative learning, which is based on the creation, analysis, and systematic application of structures or content-free ways of organizing social interaction in the classroom. An overview of selected cooperative learning structures is provided as well as a brief description of each structure and its academic and social functions. (VWL)

ED 347 854 FL 020 779

Lang, Margaret
Translating and Interpreting Programs: A Scottish Example. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *College Second Language Programs; Foreign Countries; Higher Education; *Professional Training; *Program Descriptions; Second Language Learning; *Translation
IDENTIFIERS- ERIC Digests; *Heriot Watt University (Scotland)

This digest provides a detailed description of the Program in Interpreting and Translating at Heriot-Watt University in Edinburgh, Scotland. Specific sections address the following: (1) the degree emphasis; (2) formal training and professional relevance; (3) departmental provision for interpreting and translating; (4) the expertise and experience of staff; and (5) careers of graduates in Britain, Europe, and abroad. (VWL)

ED 347 855 FL 800 068

Rabideau, Dan
Teaching Strategies for ESOL Literacy.
PUB DATE- 89
NOTE- 8p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

based on recent changes in the role of the television station department managers who in economically competitive times are involved in decisions about equipment purchasing. In particular, it is asserted that instructors should present a thorough evaluation of how and why purchases are made, including knowledge of technical capabilities and an understanding of how current economic conditions affect their station's capital equipment budget. Following a look at several aspects of "cost," sources for instructors are listed covering trade magazines and actual television stations. There follows a discussion of purchasing options, including questions of buying new or used equipment and advantages of purchasing over leasing, as well as the unique capital equipment funding situation at Public Broadcasting Stations. The next section discusses data on the role of various station personnel in equipment purchase. A conclusion emphasizes the importance of course instructors in preparing students for the tasks that will confront them in the workplace. Includes 19 references. (JB)

ED 347 874   HE 025 637

Kenney, Patricia Ann
Effects of Supplemental Instruction on Student Performance in a College-Level Mathematics Course.
PUB DATE- Mar 89
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 1989).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; College Instruction; *College Mathematics; College Students; *Grade Point Average; Higher Education; *Instructional Effectiveness; *Program Effectiveness; Study Skills; *Supplementary Education; Teaching Assistants

A study was done to foster interest in Supplemental Instruction (SI), an instructional intervention which helps students develop study skills relevant to a particular course, and to investigate the effects of participation in an SI program for a first semester, college level mathematics course in business calculus. The course had a consistent grade distribution pattern in which at least 30 percent of the students received a grade of D or F or withdrew. The study used two lecture classes with the same instructor. Each class was divided into two discussion sections, and of those, one from each received the SI treatment. The preliminary group of subjects consisted of 84 students from the control discussion sections and 83 students from the treatment discussion sections. In the control sections the teaching assistant performed typical duties. In the SI sections the assistant performed the same duties but in addition she provided instruction on the study skills relevant to the course as it progressed. The results showed a statistically significant difference between the control group mean semester grade point average (GPA) of 2.51 and that for the treatment group GPA of 2.95, a result suggesting that students receiving SI treatment outperformed their control group counterparts. Included are 4 tables, 1 figure and 22 references. (JB)

ED 347 875   HE 025 638

mechanisms for federal support, and though it does not advocate a single funding option, it proposes several options. In addition, the report provides the Association of Universities and Colleges of Canada's position regarding federal support. This position statement calls for the federal government to continue playing a role, jointly with the provinces, in the support of higher education and university research, subject to the understanding that in the case of higher education, the federal and Quebec governments need to negotiate arrangements appropriate to Quebec's distinctiveness. In addition, the report addresses issues concerning established program financing (EPF) including restoring the original EPF formula, reforming the EPF; and replacing the EPF with a new arrangement. Appendices provide charts outlining the decreasing availability of EPF cash, and a review of the selected options for federal funding of university education and research. (GLR)

ED 347 894 HE 025 657

Sjodahl, Lars
Nursing Research at Malmo School of Education during the 1960's and 1970's: Results and Suggestions for Application.
PUB DATE- Mar 92
NOTE- 76p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - General (140),Collected Works - Serials (022)
DESCRIPTORS- *Attitude Measures; *Behavioral Science Research; Educational Research; Foreign Countries; Higher Education; Interviews; Motivation; *Nursing Education; *Research Methodology; Student Attitudes; *Work Attitudes
IDENTIFIERS- Lund University (Sweden); Sweden

This report presents some results from various empirical research projects within nursing education carried out during the late 1960's and the early 1970's at Malmo School of Education, University of Lund (Sweden). It is noted that a wide range of methods has been used in dealing with the following issues: curriculum analysis; construction of attitude scales; exploring attitude structures; describing attitude changes during nursing education; work analysis by means of the critical incident method; and presentation of problem-situations and behavioral suggestions to be used as a basis for problem-based learning. The report is mainly confined to the following three themes: (1) work analyses by means of the critical incident method; (2) construction of attitude scales and mapping the structure of the attitude concept "patient-centeredness"; and (3) suggestions for application of the research results. In addition, some recent American nursing research, focusing on the same issues highlighted in the current research are presented and commented upon. Appendices include a list of citations to literature from which excerpts have been taken and reformulated into attitude items, instruction for semantic scaling, and methods of coding answers to questions. Contains 35 references. (GLR)

ED 347 895 HE 025 658

Drugs on Campus at the Bimillennium: The Final Report of the Presidential Task Force on Substance Use Issues on Pennsylvania College and University Campuses.
PUB DATE- Jan 92
NOTE- 79p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.

Analysis; Employment Opportunities; *Entrepreneurship; Foreign Countries; Higher Education; Research; Self Employment; *Student Attitudes; Student Reaction
IDENTIFIERS- *Americans (United States); *Germany

This paper discusses a study that assessed the attitudes of MBA (Masters of Business Administration) students across two cultures, Germany and the United States, toward entrepreneurship. Specifically, the paper examines the motives for and the reservations about going into business for oneself in these countries. It is hypothesized that attitudes toward entrepreneurship vary across boundaries. Results are provided from a survey of 114 current MBA students enrolled in a German university and 84 MBA students from 2 southeastern U.S. universities. The study's results show that the a majority of German students would not consider going into business for themselves, while over 57 percent of the U.S. students indicated that going into business for themselves was at least a possibility. Some of the findings are as follows: (1) German students saw a future in the computer field while U.S. students looked at merchandising and exporting; (2) German students expressed a low interest in manufacturing; (3) lack of start-up capital was the primary fear of both U.S. and German students for going into business for themselves; and (4) both groups of students gave the ability to realize their own ideas, freedom of action and decision making, and economic independence as important motives for self-employment. Contains a 19-item bibliography. (GLR)

ED 347 914 HE 025 677

Hamilton, Sharon J., Ed.; Hansen, Edmund J., Ed.
Collaborative Learning: Sourcebook for Collaborative Learning in the Arts and Sciences at Indiana University.
PUB DATE- 92
NOTE- 162p.; Sponsored by a grant from the Indiana University President's Council on the Arts and Sciences.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Biology; Case Studies; *Classroom Techniques; Class Size; *Cooperative Learning; Discussion (Teaching Technique); Economics; Educational Media; *Educational Methods; General Education; Group Activities; Higher Education; *Learning Strategies; Physics; *Student Participation; Teacher Education; Teaching Methods; Writing Instruction
IDENTIFIERS- *Collaborative Learning; *Indiana University Bloomington

This sourcebook, prepared by the Intercampus Group on Collaborative Learning of Indiana University, offers suggestions to those who are already familiar with collaborative learning, but want to know how others are responding to the same or similar challenges. Papers are presented that examine general issues of collaborative learning in the Arts and Sciences as well as examples of its implementation. Papers and their authors include the following: "Collaborative Learning in the Arts and Sciences" (Sharon Hamilton); "Fears, Issues, and Concerns about Collaborative Learning" (Avon Crismore); "Creating a Classroom Community: Some Skills and Opening Moves" (Sharon Hamilton, Kris Bosworth); "Collaborative Learning: Building a Community of

Educational Research Association (San Francisco, CA, April 20, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; College Environment; *College Outcomes Assessment; Compliance (Legal); Educational Assessment; *Educational Legislation; Government School Relationship; Higher Education; Literature Reviews; Outcomes of Education; Politics of Education; *School Effectiveness; *State Legislation
IDENTIFIERS- *Colorado; *House Bill 1187 (Colorado 1985)

This paper traces the Colorado Legislature's House Bill 1187, Article 13 from its inception through to its present implementation and addresses various pertinent issues in regard to accountability. The legislation mandates accountability in higher education within Colorado. The issues discussed are the rationale and underlying concepts, schools of research in the literature, and the policy's relation to and effect on the internal environment of institutions of higher education. In addressing the process of HB 1187's development, an overview is presented that outlines the outcomes sought, the strategies involved, and the roles of key policy makers and the people who have implemented those policies, as gleaned from interviews with them. Finally, the views on this issue and its meaning for higher education are provided. Contains a 37-item bibliography. (GLR)

ED 347 933   HE 025 696

Blumberg, Phyllis; And Others
An Analysis of Students Who Encounter Repeated Difficulties in a Problem-Based Medical School.
PUB DATE- Apr 92
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Academic Aptitude; *Educational Diagnosis; Graduate Study; Higher Education; High Risk Students; Medical Schools; *Medical Students; Questionnaires; Research Methodology; *Student Evaluation; Student Improvement; Student Problems

This paper presents a study that: (1) documented the course of problems for borderline students in an undergraduate medical program; (2) compared documentation by the same tutors of weaker students with good students in the same tutorial group; (3) documented which of six dimensions (knowledge, problem solving, critical appraisal, clinical skills, learning skills, and personal qualities) caused these students the most trouble; (4) documented at what stage in the program specific dimensions are particularly troublesome; (5) identified what curricular units caused these students the most difficulty; and (6) examined whether problem students have difficulty with the same dimensions repeatedly, and if so, which ones. Findings indicated that problem solving, knowledge, and clinical skills were the dimensions with which problem students encountered the most difficulty. Newness to the educational system and confusion about bases of evaluation also caused students problems. Also, the complexity of the patients seen and the implications for residency training and future research are drawn from the emergent results of the study. Included are seven tables, data and information on the instruments in four appendixes, and 44 references. (JB)

ED 347 953 HE 025 718

Gabrielsen, Eric; And Others
The Role of Self Monitoring, Conformity, and Social Intelligence in Selection of a College Major.
PUB DATE- 3 Apr 92
NOTE- 10p.; Paper presented at the Annual Conference of the Eastern Psychological Association (Boston, MA, April 3-5, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Choice; College Students; Decision Making; Higher Education; Interpersonal Relationship; *Majors (Students); Personality Traits; Social Attitudes; Social Behavior; *Social Cognition; Sociocultural Patterns; Student Attitudes
IDENTIFIERS- *Self Monitoring

A study was done to examine the role of self monitoring in choice of college major. A self monitor is an individual who adopts a social orientation so that he/she can manage self presentation. Self monitors are likely to modify their academic choices to fit social situations or others' expectations. Subjects of the study were 38 male and 54 female volunteer general psychology students, including 52 freshmen, 24 sophomores, 9 juniors, and 7 seniors, 31.5 of whom had changed majors at least once. Data were collected using a four-part questionnaire that explored background, a self monitoring scale, a personal freedom versus social conformity scale and a friendship scale. Results indicated that self monitoring played a role in selection of college majors. However, data also indicated that the direct influence of close friends was not what most persuaded self monitors with regard to choice of major. Rather, broader social conformity factors such as the major's reputation, image and prestige attracted high self monitors to a major. The study also found that high self monitors were attracted to majors requiring low social intelligence suggesting that self monitors prefer enterprising but not necessarily social occupations where they, not others, can be the center of attention. Included are 23 references. (JB)

ED 347 954 HE 025 719

Morris, Arval A.
Dismissal of Tenured Higher Education Faculty: Legal Implications of the Elimination of Mandatory Retirement. NOLPE Monograph/Book Series, No. 45.
PUB DATE- 92
NOTE- 104p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Aging in Academia; *College Faculty; Compliance (Legal); *Dismissal (Personnel); Faculty College Relationship; Federal Legislation; Higher Education; Legal Responsibility; Policy Formation; Teacher Retirement; *Tenured Faculty
IDENTIFIERS- *Age Discrimination in Employment Act 1967;

ED 347 972 IR 015 708

Bauer, Jeffrey W.; Rezabek, Landra L.
The Effects of Two-Way Visual Contact on Student Verbal Interactions during Teleconferenced Instruction.
PUB DATE- Feb 92
NOTE- 14p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology and Sponsored by the Research and Theory Division; see IR 015 706.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; *Conventional Instruction; Distance Education; Higher Education; Hypothesis Testing; Interaction; *Intermode Differences; Preservice Teacher Education; *Teacher Student Relationship; *Teleconferencing; Verbal Stimuli; Visual Stimuli
IDENTIFIERS- Two Way Communication; *Video Teleconferencing

This study was designed to determine whether there was a difference in either the overall frequency or the frequency of specific types of student verbal interactions under three conditions: (1) teleconferenced instruction where students had two-way audio and video contact with the instructor; (2) teleconferenced instruction where students had only two-way audio contact with the instructor; and (3) traditional face-to-face instruction. Hypotheses tested by the study related to the numbers of verbal interactions in each of the three conditions, including restricted and expanded thinking questions and responses (Equivalent Talk Categories--ETC's). Subjects were 172 students enrolled in Classroom Educational Technology at the University of Northern Colorado, who were assigned to one of three treatment groups. Two-way audio and video teleconferencing facilities between two buildings on UNC's Greeley campus were utilized to deliver instruction for the two experimental groups; the third group received face-to-face instruction via lecture. Two lessons were presented: "Topics in Distance Education," which utilized handouts with true-false questions, open-ended questions, and case studies; and "Copyright Issues for Using Videotapes in the Classroom," which was videotaped and coded according to ETC's. One-way ANOVA's and t-tests were conducted for each of the ETC's. Results indicated that the experimental groups did not differ significantly in any of the ETC's or in the total number of interactions, and that the traditional (control) group generally interacted more than either of the teleconference groups both in terms of total number of interactions and in several of the ETC's. It is recommended that future studies focus on the role of nonverbal interactions in visual delivery modes. (10 references) (BBM)

ED 347 973 IR 015 709

Anderson, Jane; And Others
Ethics Scenarios: A Critical Theory Symposium.
PUB DATE- Feb 92
NOTE- 15p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology and Sponsored by the Research and Theory Division; see IR 015 706.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

ED 347 989 IR 015 726

George, Robert G.; Antes, Richard L.
Thirty Teaching Strategies Used by Teachers of At-Risk Students.
PUB DATE- Feb 92
NOTE- 9p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology and Sponsored by the Research and Theory Division; see IR 015 706.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *High Risk Students; *Instructional Effectiveness; National Surveys; School Surveys; *Teacher Attitudes; *Teaching Methods; *Use Studies

In 1989-90 Phi Delta Kappa conducted a national survey in approximately 100 communities in North America which involved 100 schools at each of the elementary, junior high, and high school levels. The data collected from the teacher survey were analyzed at Indiana State University. Approximately 9,259 teachers (2,078 elementary, 2,822 junior high, and 4,359 senior high school) reported strategies they regularly used with at-risk students. The questionnaire also collected information necessary to develop a profile of the typical teacher, i.e., white, female, 41 years of age, and holding a bachelor's degree. The average length of teaching experience reported by teachers was 16 years, with 6.5 years at their current school. Teachers were asked to indicate which of the 30 teaching strategies listed on the questionnaire they used and to rank the effectiveness of each strategy. Analyses of the responses indicated that eight strategies received a 75% or higher use at the elementary level, while five strategies received this level of use in the junior and senior high schools. All three school levels reflected 92% or above use of two strategies--notify parents and confer with parents. The eight strategies that appeared in the top 10 in terms of effectiveness for all three levels--though not necessarily in the same order of importance--were individualized instruction, special teachers, more time on basic skills, smaller classes, emphasize thinking skills, special education, special study skills, and emphasize coping skills. The strategies reported as the least effective included computerized instruction, before school programs, extra homework, restriction from sports, grade retention, elimination of art and music, and saying "leave at age 16." Three tables display the results of the analysis for all 30 strategies at each level. (BBM)

ED 347 990 IR 015 727

Gleim, Candice W.; Harvey, Francis A.
Viewing Hypermedia through the Prism of Evaluation.
PUB DATE- Feb 92
NOTE- 18p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology and Sponsored by the Research and Theory Division; see IR 015 706.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; Elementary Secondary Education; Engineering Education; *Evaluation Methods;

The Significance of the Channel One Experiment: Report on the First Year. A Symposium.
PUB DATE- Feb 92
NOTE- 5p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology and Sponsored by the Research and Theory Division; see IR 015 706.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adoption (Ideas); Case Studies; Content Analysis; Educational Change; *Educational Research; *Educational Television; Instructional Innovation; News Reporting; *Programing (Broadcast); School Surveys; Secondary Education; Television Commercials
IDENTIFIERS- *Channel One; Message Design

This brief report outlines research completed during the first year of the 12-minute video news magazine "Channel One" to investigate the impact of this program produced by Whittle Communications on varying aspects of schooling. Six researchers with different areas of expertise addressed varying aspects of the influence of the program, which is currently being beamed by satellite to over 2,000 high schools in the United States. (It is noted that the controversy surrounding the use of this program in schools stems primarily from the fact that two minutes of advertising are embedded in each program, and that New York and California have banned the use of the program because of the commercials.) An expert in methods of empirical research conducted a study to measure student's retention and comprehension of current event facts, and administered a survey to measure student and teacher attitudes and opinions about the program. A professor who conducts and teaches case study methodology directed a case study of Channel One at a participating site which focused on the diffusion of innovation in schools, the involvement of teachers in such innovation, and the effect of an innovation on curriculum and teaching practices. Another researcher with experience in policy issues examined the impact of Channel One on curricular issues. An advertising professor and researcher will address the impact of Channel One advertising on the teen viewer. Another team member conducted a structural analysis of the program itself to ascertain what messages are being encoded in the production and how students are interpreting them. The final member of the research team coordinated the project. A list of 29 focus questions that directed the research team makes up a half of this report. (BBM)

ED 348 007 IR 015 744

Koontz, Franklin R.
An Assessment of Teacher Trainees' Attitudes toward Selected Instructional Media.
PUB DATE- Feb 92
NOTE- 16p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology and Sponsored by the Research and Theory Division; see IR 015 706.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Measures; *Educational Technology;

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that,Reports - Descriptive (Program/Project Descriptions)
(141),Speeches, Conference Papers, "Papers Presented at..."
(150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Managed
Instruction; Elementary Secondary Education; Hypermedia;
*Management Information Systems; *Man Machine Systems; Needs
Assessment; *Research and Development
IDENTIFIERS- Integrated Learning Systems; *Renaissance
Information Management System

This paper describes a research and development effort by Jostens Learning Corporation that resulted in the Renaissance Information Management System (RIMS), an information-management user interface for an integrated learning system that is designed to overcome two major obstacles to the use of computer systems by classroom teachers--limited access to administrative and instructional information stored on computers, and ease of use. Data on barriers to computer use were collected via surveys conducted in school systems across the United States which included questionnaires from classroom teachers with varying levels of computer involvement, school administrators, parents, and community volunteers. A National Advisory Council made up of expert classroom teachers, administrators, and computer specialists also provided information and guidance. Based on these data, several hundred requirements were defined for the new system. Teachers wanted access to other staff members, outside experts, curriculum information, student records, collaborative learning tools, electronic references, and productivity tools, as well as more control over curriculum delivery and student assessment. Educators also requested a system far more sensitive and adaptive to individual student needs and conditions, i.e., an "intelligent" instructional delivery system. RIMS, which makes extensive use of hypertext, graphically portrays the school environment, providing users with tools that are familiar in appearance and easily allow for the customizing of instructional sequences and the monitoring of student progress. Descriptions of the Student Records and the Learning Path Editor modules include illustrations of sample screens. (BBM)

ED 348 024   IR 015 761

Signer, Barbara R.
A Study of Black At-Risk Urban Youth Using Computer Assisted
Testing.
PUB DATE- Feb 92
NOTE- 11p.; In: Proceedings of Selected Research and Development
Presentations at the Convention of the Association for
Educational Communications and Technology and Sponsored by the
Research and Theory Division; see IR 015 706.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference
Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Computer Assisted Testing;
*Diagnostic Teaching; Diagnostic Tests; *High Risk Students;
High Schools; *Mathematics Instruction; Microcomputers;
*Student Attitudes; Urban Areas

The objectives of this study were to develop, implement, and evaluate the year long project, Microcomputer Adaptive Testing High-Risk Urban Students (MATH-R-US). The project produced diagnostic software to meet the following criteria: (1) help students obtain high school mathematics credit needed for graduation; (2) motivate students to learn mathematics; (3)

the planning and delivery of instruction. The test consisted of 14 typical comments that might be heard from students during or after studying a particular topic. Each of the seven components of an effective instructional plan was inferred as missing two different times. Half of the tests contained a short description of the seven components--motivation, objectives, prerequisites, information and examples, practice and feedback, testing, enrichment, and remediation. The remaining half of the tests gave a listing of the seven components without any descriptions. Results indicated that experienced teachers without the benefits of formal instructional design training were better able to identify problem situations and choose the appropriate missing component than novice teachers. Instructional design principles can help teachers recognize problems and make appropriate changes in their instruction. Two data tables and a copy of the test are appended. (8 references) (Author/BBM)

ED 348 042 IR 015 820

Hlynka, Denis; Yeaman, Andrew R. J.
Postmodern Educational Technology. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 92
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Critical Thinking; Delivery Systems; *Educational Philosophy; *Educational Technology; Individual Differences; Media Selection; Teaching Methods
IDENTIFIERS- ERIC Digests; *Postmodernism

The field of educational technology was built on the positivist, modernist search for a best medium towards universal communication and the teaching of predetermined behavior and thinking patterns. Once, this medium was thought to be motion pictures, then television, then programmed instruction, and today it is hoped that it will be instructional systems development, intelligent tutoring systems, and microcomputers. The past emphasis of educational technology on automated delivery systems favors the biases of the industrial, scientific, modern era. However, postmodernism is a philosophic approach that questions all dimensions, including the positivist, scientific paradigm of linear progress. In the postmodern context there is no one best way to communicate and to educate. To realize this is to begin to think as a postmodernist. Postmodern thinking has entered the mainstream of educational technology theory and practice. It can no longer be perceived as neutral or as leading inevitably to progress. The hidden power within educational technology can influence education, training, curriculum, and people. Yet it can make a difference through rigorous philosophic thinking, rethinking, deconstructing and criticizing. In short, educational technology is becoming postmodern. (15 references) (Author/BBM)

ED 348 043 IR 052 751

Taweeset, Lanna
Diversification of the Workforce in Information Professionals in Developing Countries. A Selective Resource Guide.
PUB DATE- 87
NOTE- 42p.

(Research and Technical); Speeches/Presentations; Curriculum Guides; Program Descriptions; Textbooks; Bibliographies; Multiple-Author Works; Tests. Journal article annotations are distinguished from document abstracts and the special rules covering annotations are described. (WTB)

ED 348 062   IR 054 283

Houston, Jim, Ed.
Indexing. ERIC Processing Manual, Section VII.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 62p.; Supersedes previous edition ED 219 088. Loose-leaf, updated continuously. Section 7 of the ERIC Processing Manual (IR 054 276). See also related ERIC Indexing Handbook (Clearinghouse Indexing Practices) (IR 054 290, ERIC Processing Manual, Appendix C).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - General (130)
DESCRIPTORS- Check Lists; *Coordinate Indexes; Databases; *Indexing; Information Retrieval; Information Storage; Library Technical Processes; Search Strategies; *Subject Index Terms
IDENTIFIERS- *ERIC

Rules and guidelines are provided for subject indexing in the ERIC system. The principle of "subject access" is discussed with particular reference to "coordinate indexing," which involves designating subject content by unit terms (or tags) that may be put together or "coordinated" for subsequent retrieval. The nature of educational literature and the characteristics of educational community user groups are delineated in order to place ERIC indexing in proper perspective. Indexing tools necessary for the ERIC indexing process are also described, including the "Thesaurus of ERIC Descriptors," the "ERIC Identifier Authority List," and the "ERIC Indexing Handbook (Clearinghouse Indexing Practices)." Detailed guidelines are presented on the indexing process itself, involving: (1) examination of the document; (2) identification of indexable information, e.g., population characteristics (including educational level and age level), document form/type, curriculum or educational subject/field, activity, methodology, materials, audience, and proper names; (3) translation and negotiation of indexable concepts into approved terminology, i.e., ERIC Descriptors and Identifiers. Additional guidance is offered on several special indexing issues, including specificity of indexing, weighting (major/minor terms), over- and under-indexing, index term capitalization and punctuation, and the indexing review process. (JH)

ED 348 063   IR 054 284

Houston, Jim, Ed.
Vocabulary Development and Maintenance--Descriptors. ERIC Processing Manual, Section VIII (Part 1).
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 186p.; Supersedes previous edition ED 219 089. Loose-leaf, updated continuously. Section 8, part 1, of the ERIC Processing

Community College," by Evelyn Edson, Jane Kingston, William Owen, and Samuel Westbrook; (3) "Spring Break in Toronto: Exposing Students to a Global Society," by Quintin S. Doromol, Jr. and Cindy N. Miller; (4) "Toward Shared Values in the Community College Humanities Curriculum," by Samuel B. Olorounto; (5) "Perspectives on Part-Time Teaching in Community Colleges: Pressures, Politics, and Prospects," by Larry Roderer and Betty Weissbecker; (6) "How the Need To Give an International/Intercultural Focus Affects the Curriculum," by Nancy Sandberg and Rita Krasnow; (7) "Putting Vision into Reality: A Model for Employee Participation and Empowerment," by Tom Wilkinson, Peggy Atkins, Bridget Franklin, and Carol Smith; (8) "Support Staff Development: A Critical Link in Student Retention," by Sharon Fisher, Tamyra Kennedy, Barbara Fuller, Linda Moore, Michael Rush, and Debbie Seymore; (9) "Focus on Computer Communications: Toward Better Communication," by Richard J. Medell; and (10) "Harrington's Corner: Some of My Best Friends Are Called 'Adjunct,'" by Dick Harrington. Six poems are also provided in this issue. (JMC)

ED 348 080 JC 920 316

Andrews, Michael B.; Hall, Donald E.
Arctic College/Athabasca University University Transfer Program: A Review. A Study Conducted on Behalf of Arctic College.
SPONS. AGENCY- Arctic Coll., Arviat (Northwest Territories).
PUB DATE- Jul 91
NOTE- 74p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Articulation (Education); College Transfer Students; Community Colleges; *Distance Education; Foreign Countries; Higher Education; High School Students; Independent Study; Instructional Development; *Intercollegiate Cooperation; Multicampus Colleges; *Participant Satisfaction; Program Descriptions; Program Evaluation; Questionnaires; Rural Education; *Transfer Programs; Two Year Colleges; Two Year College Students; Universities
IDENTIFIERS- *Northwest Territories

In fall 1988, Arctic College (AC--Northwest Territories, Canada) in collaboration with Athabasca University (AU--Alberta, Canada) initiated the University Transfer Program (UTP) to provide first-year university education for full- and part-time students at the Yellowknife campus of AC. Program content, standards, and instruction were maintained by AU, while AC provided facilities and tutorial and administrative support. Program delivery employed both seminar instruction and home study using AU learning packages. In February 1991, a review was conducted of the UTP, examining program design, delivery methods, and administration, as well as student satisfaction. Interviews were conducted with nine students, five instructors, four steering committee members, the director of special services at AU, and the president and vice president of Yellowknife. In addition, surveys were sent to 275 students active in UTP and 271 high school seniors. Study findings, based on a 20% response rate from UTP students (N=54) and a 32.8% response rate from high school seniors (N=89), included the following: (1) 83% of the UTP students rated the overall program quality and effectiveness as "good" or "excellent"; (2) only 8 of the 89 high school respondents indicated an interest in UTP; (3) UTP students reported administrative difficulties with registration and withdrawal procedures; and (4) UTP

A Freshman Retention Project at Borough of Manhattan Community College.
PUB DATE- 7 Oct 91
NOTE- 13p.; Paper presented at the University of South Carolina Conference, "The Minority Student Today: Recruitment, Retention, and Success" (San Antonio, TX, October 6-9, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Advising; Academic Persistence; *College Freshmen; Community Colleges; *Compensatory Education; *Curriculum Development; *Faculty Development; *Minority Groups; School Holding Power; School Orientation; Summer Programs; Teaching Assistants; Tutors; Two Year Colleges; Two Year College Students
IDENTIFIERS- *City University of New York Manhattan Comm Coll

At Borough of Manhattan Community College (BMCC) in New York, the student body is 55% Black, 29% Hispanic, 7% Asian, and 9% White and other ethnic groups. Placement testing indicates that 70% of entering freshmen require some form of remediation. As part of BMCC's efforts to improve first-year retention rates, students requiring remediation have the option of enrolling in a free, 6-week intensive remedial summer session. In addition, all first-year students enroll in a year-long freshman orientation course taught by a member of the counseling staff. In the 1989-90 academic year, BMCC initiated the Freshman Year Project (FYP), appointing a five-member committee which focused its efforts on advisement/counseling, curricular reform, and faculty development. Beginning in fall 1990, 10 full-time faculty members conducted orientations in small intensive sessions which met throughout the semester for a pilot group of 20 entering freshmen. In 1991, 50 full-time faculty members participated in the orientation. As a curriculum initiative, the FYP identified four courses with high attrition rates, reduced class size to 20 students, and introduced teaching assistants who also served as out-of-class tutors. By spring 1991, the initiative included 18 course sections. In addition, paired and blocked course sequences were introduced. In the area of faculty development, a group of 12 semester-long seminars was developed and overseen by the FYP committee; among the seminars were "New Paradigms, Old Paradigms: How Students Learn," "What We Know about Our Students," "Sexism in the Classroom," "Black English Workshop," and "Learning with Video." (PAA)

ED 348 097 JC 920 393

Kangas, Jon; And Others
San Jose City College Withdrawing Students Study, Math 310, LS 340, ENGL 321: Fall 1990--Spring 1991. Research Report #119.
PUB DATE- Aug 91
NOTE- 35p.; Funded by the San Jose/Evergreen Community College District's Title III Grant.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Persistence; Community Colleges; Comparative Analysis; Credit Courses; *Dropout Attitudes; Dropout Characteristics; Dropout Research; *Dropouts; *Enrollment Influences; Participant Satisfaction; Questionnaires; School Surveys; Student Attitudes; Student

Minority Groups; *Multicampus Colleges; *Off Campus Facilities; *School Demography; School Location; *Student Characteristics; Tables (Data); Two Year Colleges
IDENTIFIERS- Miami Dade Community College FL

Traditional profiles of student enrollment at Miami-Dade Community College (M-DCC) use "home campus" to designate the campus at which a given student's records are kept. However, many students take courses at campus centers or at outreach locations different from this "home campus" designation. A study was conducted to profile students on campuses, at campus centers, and at outreach centers in comparison with the "home campus" profile. Highlights of the study included the following: (1) all campuses, except Homestead, had more total students across sites than their home campus total; (2) North Campus outreach students were 65% Black non-Hispanic, compared to 40% Black non-Hispanic on the North Campus; (3) Hispanic students comprised 90% of Hialeah Center enrollments, 40% of North Campus enrollments, 95% of InterAmerican enrollments, and 60% of Wolfson Campus enrollments; (4) at both the Hialeah and InterAmerican Centers, students were more likely to be female, resident aliens, and part-time than on the central campuses; (5) Medical Campus outreach centers had the highest proportion of females (80%) of any location examined; and (6) at Homestead Air Force Base, students were 60% White non-Hispanic, and were more likely to be male than on the Homestead Campus. Detailed data tables of students taking courses at various North, Wolfson, South, Medical, and Homestead Campus locations are provided, along with demographic comparisons of students taking courses on the main campuses, at the campus outreach centers, and at the three major campus centers. (PAA)

ED 348 114   JC 920 412

Strasser, William C., Jr.
Montgomery College in Its Formative Years, 1946-1979.
PUB DATE- Aug 92
NOTE- 12p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Collected Works - Serials (022)
DESCRIPTORS- Campuses; *Campus Planning; College Administration; College Buildings; College Planning; Community Colleges; *Educational Development; *Educational Facilities; *Educational History; Educational Trends; Enrollment; *Enrollment Trends; *Multicampus Colleges; School Demography; Two Year Colleges
IDENTIFIERS- *Montgomery College MD

The evolution of Montgomery College (MC), in Maryland, has taken place in four chronological phases: the founding years (1946-1950); the years of establishment of the college (1950-1965); the years of transition and development (1965-1980); and the period of college consolidation and enhancement (1980 to the present). The college was established in 1946 by the Montgomery County Board of Education (MCBE), and offered its first courses in the evening at a local high school. In its opening year, MC enrolled 186 students, increasing enrollment to 473 by the 1949-50 academic year. In addition to recent high school graduates, a substantial proportion of MC's first students were veterans returning from World War II. By the second year of operation, temporary buildings were constructed on the high school campus. In 1950, MC was granted formal accreditation and, shortly thereafter, moved to a newly purchased site in Takoma Park. Between 1950 and 1964, fall semester enrollment increased from 541 to 2,780 students, and degree programs increased from 19 to

NOTE- 63p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Educational Change; Educational History; *Educational Practices; Elementary Secondary Education; *Family School Relationship; *Models; Outcomes of Education; *Parent Participation; Research Needs; Social Change; *Theories

This report discusses theories that contribute to an understanding of how schools and families interact. Shortcomings of these theories are examined, and the essential components of a new theoretical model are presented. Current theoretical perspectives on school-family relations focus on separate, shared, or sequential responsibilities of families and schools. Assumptions of these opposing theories are found in the perspectives and practices of teachers, parents, the teaching profession, and in patterns of family-school relationships. Four events in recent history help explain the movement from theories and practices that stress separation to those that stress partnership and overlap among family and school environments. Many schools now make their classrooms increasingly "family-like" to maximize learning and to improve student attitudes. Such overlap is a crucial component of a proposed theory which integrates useful strands from different theories and requires that research models include the history of, developmental considerations for, and change in family-school relationships. Such an integrated theoretical perspective suggests many new hypotheses for studies of relations and their effects, as well as family-school structures, their processes and effects. Changing theories and variations in school and family practices show that parent involvement is a variable that can be manipulated to increase school effectiveness and improve student success in school. (RH)

ED 348 131 PS 017 762

State Plan for Child Day Care Virginia , 1988.
PUB DATE- 1 Jan 88
NOTE- 114p.; For related document, see ED 266 865.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrative Organization; *Day Care; Early Childhood Education; *Educational Vouchers; *Financial Support; Government Role; *Grants; Pilot Projects; Policy Formation; Public Policy; State Government; State Programs; *Statewide Planning
IDENTIFIERS- *Virginia

The 1988 state plan for child day care covered in this document focuses on recommendations for a state office for child day care, increased funding for the child care subsidy program, and a pilot voucher system. The plan is based primarily on outcomes of the 1987 Governor's Conference, Child Care: Everybody's Business. The goals of the 1988 plan include: (1) advocating for, and aiding in the development of, a coordinated child care delivery system as proposed by conference recommendations; and (2) developing a legislative agenda to accompany the 1987 Governor's Conference recommendations. Plans for the state office, increased funding, and the pilot voucher system are discussed in detail. An update on recommendations is also provided. Appended are: (1) recommendations of previous conferences, reports, and plans; (2) legal issues and a

ED 348 149 PS 020 677

Strategies for Inclusion: Suggestions for Helping Homeless Children and Youth in Schools.
PUB DATE- 91
NOTE- 15p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Children; *Classroom Techniques; *Economically Disadvantaged; Elementary School Students; Elementary Secondary Education; Helping Relationship; *Homeless People; Homework; Parent School Relationship; School Orientation; Secondary School Students; *Student Needs; *Teacher Student Relationship; Teaching Methods

This booklet for teachers and administrators presents suggestions for addressing the needs of homeless children as they enter school, and for helping the children feel safe, comfortable, part of the group, able to contribute and participate, and important and valued. Tips and recommendations are presented under the following headings: (1) school enrollment; (2) school orientation; (3) student assessment; (4) the classroom; (5) academics; (6) homework; (7) additional considerations; and (8) help that parent/teacher or volunteer organizations can provide. The booklet concludes by listing educators' objectives for homeless students and by referring readers with questions to the Maine Department of Education's Office for Homeless Education. (AC)

ED 348 150 PS 020 678

Idaho Elementary School Teachers' 1991 "Innovation Inventory": A Resource Book of Ideas by and for the Teachers of Idaho.
PUB DATE- Sep 91
NOTE- 89p.; For related document, see PS 020 679.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Elementary Education; *Elementary School Teachers; Fine Arts; *Instructional Innovation; Interdisciplinary Approach; Language Arts; Mathematics Instruction; Physical Education; Science Instruction; Self Esteem; Social Sciences; Student Publications; *Teacher Developed Materials; *Teaching Methods; Tutoring
IDENTIFIERS- *Idaho

This booklet contains summaries of more than 200 classroom projects developed by Idaho elementary school teachers and submitted by the teachers in response to a request by the governor. Of the submissions, 15 were specially selected for excellence. These are profiled first. The remaining projects are summarized under topic headings of: (1) improving math skills; (2) language arts skills; (3) student publications; (4) science; (5) physical education/health; (6) history and social studies; (7) fine art and music; (8) multidisciplinary techniques; (9) cross-age tutoring and buddy systems; and (10) student self-esteem builders. Each summary includes a short description of the classroom project and the name and address of the teacher who developed it. A final section profiles 10 publications by Idaho elementary teachers. (BC) for children's diets; and (5) the effect of students' hunger on their learning ability. In her prepared statement, Sue Grieg, the representative of the American School Food Service Association from Manhattan, Kansas, included a profile of the National School Lunch Program and lists of schools that ended their participation in the program between 1989 and 1991. (BC)

ED 348 169 PS 020 759

Hill, Rebecca
Finding Creativity for Children.
PUB DATE- Mar 92
NOTE- 23p.; Paper prepared for the Leadership Accessing Symposium (Lafayette, IN, March 4-5, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Children; *Creative Development; *Creative Expression; *Creativity; *Educational Environment; Elementary Education; Personality Traits; Teacher Student Relationship

This paper examines the nature of creativity and the nourishing of children's creativity. One definition of creativity focuses on two of its aspects, of novelty and usefulness. Other definitions that stress one or the other of these aspects are discussed. According to M. Rhoades (1961), the four components of creativity are: (1) people--their traits and characteristics; (2) the thinking process they use; (3) the products or outcomes they produce; and (4) the nature of the environment in which creativity occurs. Teachers who wish to foster creativity in children must discover the individual child's interests and talents and establish an environment that promotes the expression of the child's interests and talents. Teachers should develop a sensitivity to observing traits that indicate creativity. These traits include flexibility, originality, openness, risk-taking, curiosity, imagination, independence, and tolerance of ambiguity. Environmental barriers to creative expression include lack of freedom, inappropriate reward systems, and insufficient resources and time. Environmental stimulants to creative expression include freedom, sufficient resources and time, enthusiastic management, a nonthreatening and collaborative atmosphere, recognition and reward, and challenge. An appendix lists 12 suggestions for establishing an environment conducive to creativity. A 12-item reference list is provided. (BC)

ED 348 170 PS 020 771

Freeman, Margery
Partners in Family Child Care. Opportunities for Outreach: A Guide for Religious Congregations.
SPONS. AGENCY- A.L. Mailman Family Foundation, Inc.; National Council of Jewish Women, New York, N.Y.
PUB DATE- 91
NOTE- 43p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Caregivers; *Churches; *Church Role;

Proceedings of the Rural Education Research Association Conference (Alice Springs, Northern Territory, Australia, February, 1992).
PUB DATE- Feb 92
NOTE- 226p.; For selected papers, see RC 018 771-777.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Access to Education; Community Involvement; Educationally Disadvantaged; Educational Research; Elementary Secondary Education; Foreign Countries; Higher Education; Postsecondary Education; *Research Needs; *Research Proposals; *Rural Areas; *Rural Development; *Rural Education; School Community Relationship
IDENTIFIERS- Aboriginal People; *Australia

This document summarizes the proceedings of a national forum for persons with an interest in and commitment to research into issues affecting people living in rural and remote areas across Australia. The six sub-themes of the conference were: (1) the role of the community in teacher preparation; (2) the quality of education in rural Australia; (3) the role of the community in crisis; (4) creative responses to teaching and learning in rural Australia; (5) the remote Aboriginal Education Project; and (6) educational opportunities in post-compulsory education. A workshop format was adopted for the conference supplemented with keynote addresses and position papers. The product of the conference was a series of research proposals which address the sub-themes and which could be commissioned or encouraged by the Association or its members. Five keynote addresses, 9 position papers, and 14 research proposals are reproduced in these proceedings. A listing of conference participants is also included. (LP)

ED 348 189 RC 018 771

Hudson, Philippa
The Viability of Rural Towns: A Critical Appraisal of the Role of Public and Private Sectors in Sustainable Rural Town Development.
PUB DATE- Feb 92
NOTE- 43p.; In: Cameron, Jim M. R., Ed.; Griffith, Dennis A., Ed. Education, Equity, and the Crisis in the Rural Community. Proceedings of the Rural Education Research Association Conference (Alice Springs, Northern Territory, Australia, February 1992); see RC 018 770.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Development; Community Services; *Economic Impact; Financial Support; Foreign Countries; Government Role; *Investment; Life Style; Population Trends; *Private Sector; *Public Sector; *Rural Areas; Rural Development; Rural Economics; Rural Education
IDENTIFIERS- *Australia

This paper addresses the need to sustain rural towns in Australia through private and public investments. Rural and remote areas of Australia have provided the national economy with crucial export earnings and provided governments with royalties and taxes collected on regional resources. However, government funding for upgrading infrastructures and services in rural areas have been inadequate. Population statistics and trends in education programs, and staffing to handle the responsibilities of fiscal management. Education funding is especially vulnerable to state politics, and many financial problems of rural school districts stem from state-aid funding formulas that favor larger urban districts. Some of the most crucial budgetary concerns are rising labor costs, the cost of new technology, and additional curricular mandates from state and federal governments. Successful strategies are listed for dealing with budget concerns and making the funding formula work, and specific examples are described. In particular, the 4-day school week provides some unique solutions to the financial and instructional problems of rural districts. Recommendations are also listed for personnel management, interdistrict cooperation, communication, and "do not do's." Also discussed are the future outlook for rural equity issues, rural school improvement programs, the role of rural education in community development, and educational cooperation. This booklet contains 40 references. Appendices provide brief annotated bibliographies on budgeting, general rural education sources, and recent relevant ERIC/CRESS digests. (SV)

ED 348 206 RC 018 923

Invisible Children: A Portrait of Migrant Education in the United States. Final Report.
PUB DATE- 23 Sep 92
NOTE- 184p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Elementary Secondary Education; Farm Labor; Federal Legislation; Federal Programs; Financial Support; Immigrants; *Migrant Children; *Migrant Education; Migrant Problems; *Migrant Programs; Migrant Workers; Population Trends; *Program Administration; Program Evaluation; *Public Policy
IDENTIFIERS- *Migrant Education Program; National Commission on Migrant Education

This report, the culmination of a 3-year examination of the federal Migrant Education Program (MEP), is based on research, public testimony, and interviews with migrant community members by the National Commission on Migrant Education. It discusses agricultural trends of the past 25 years and accompanying demographic changes in the migrant community. The findings include: (1) migrant children served by MEP are predominantly Hispanic immigrants who may or may not be currently migrating between work sites in the United States and in Mexico or Central America; (2) many of these children drop out of school, and have needs that are not being met by families or other institutions; (3) the number of young immigrant males, including many unaccompanied minors, is increasing; and (4) MEP has expanded its scope, but appropriations have not risen proportionately, resulting in only 33 percent funding coverage of the legislated program in 1991. The commission recommends that legislative authorities: (1) recognize the changes of the student population and take legislative steps to allow flexibility within, and coordination among, federal migrant programs; (2) make the program funding a priority; and (3) better integrate and coordinate migrant programs. MEP should target currently migrating students for services and be more aggressive as a local advocate for migrant children. This report contains extensive endnotes. The appendices include additional views of the commissioners, information about site visits of the MEP units, legislation information, and other

Studies; Tutoring; Writing Instruction
IDENTIFIERS- Colorado Council for Learning Disabilities

This annual report summarizes the eight final reports of classroom research projects funded in May, 1990, by the Colorado Council for Learning Disabilities. Information on each project includes: title, researchers, school and location, statement of the problem, objective, population, assessment, procedure, evaluation, implications, and references. The titles and principal researchers are as follows: " An Integrated Study of Social Studies for Learning and Language Disabled Fifth-Grade Students" (Marlene Armfield and Pat Vogler); "P.E.E.R.S.--Physical Education with Extras for Raising Self-Esteem (Carol Bowie et al.); "Making a Difference for L.D. Students--Matching Reading Instruction to Reading Styles through Recorded Books" (Shirley Bradsby et al.); "Effectiveness of Using Edu-Kinesthetic Whole Brain Learning Program with the Learning Disabled, Speech Language, and Regular Classroom Students" (Sylvia Caricato et al.); "Using Tape Recorders with Reluctant Writing Students with Learning Disabilities" (Jodi Jones); "Power through Peer Tutoring: Needing To Be Needed" (Kirsten Scott and Peggy Cooney Eickelman); "Social Skills Training at the Middle School Level" (Karen Sliwkowski); and "Building Oral Language and Reading Skills" (Judy Wilson). (DB)

ED 347 766   EC 301 384

Berger, Sandra L., Ed.
Programs and Practices in Gifted Education: Projects Funded by the Jacob K. Javits Gifted and Talented Students Education Act of 1988.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 228p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Delivery Systems; *Demonstration Programs; Elementary Secondary Education; Federal Aid; *Gifted; Grants; Information Dissemination; National Surveys; *Program Descriptions; Program Evaluation; Program Implementation; Research and Development; *Talent; Theory Practice Relationship
IDENTIFIERS- *Jacob K Javits Gifted Talented Stdnt Educ Act 1988

This directory resulted from a 1991 survey of 46 programs funded under the Jacob K. Javits Gifted and Talented Students Education Act of 1988. The projects are listed alphabetically by state, city, and name of project. Projects have been divided into two types: (1) those that provide direct services to children and (2) dissemination projects. Projects in each of these types are summarized in a matrix display listing state, grantee, name of program, type of district, age/grade, and target population characteristics. A discussion of the Javits Act covering purpose, eligibility, types of projects funded, and source of further information is also provided. Individual project descriptions comprise most of the document and contain sections providing (1) general information, (2) program description, (3) program implementation, and (4) program evaluation. Among information provided for most projects is the following: project director, address, funding period, telephone, goals of program, program description, type of district, target population, selection criteria, identification procedures, number of children served, number of people

NOTE- 16p.; Paper presented at the Meeting of the Mid-America Linguistics Conference (Cedar Falls, IA, October 1989).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Education; American Indian Languages; American Indians; Cultural Education; Cultural Enrichment; Elementary Education; Language Maintenance; *Language Skill Attrition; *Native Language Instruction; Program Descriptions; Program Evaluation; Uncommonly Taught Languages
IDENTIFIERS- Nebraska; *Omaha (Language); *Omaha (Tribe)

A native language renewal program at the Macy, Nebraska Public School is described that is designed to preserve Omaha, a native American Indian language that is only a generation away from extinction. At the time of this research, only about 100 fluent Omaha speakers lived on the Omaha Reservation in Nebraska. The language and culture program, instituted in 1970, has employed various instruction techniques and methodologies, including immersion, memorization of words and phrases, and publication of student-authored stories in English and Omaha. The program has suffered from a lack of consistency; frequent changes in funding, personnel, and curriculum; and a lack of attention to syntax, morphology, and conversational competence. Although the program has not been successful in preserving Omaha as a living spoken language, it has helped to improve tribal solidarity and pride. Nearly every child knows at least some Omaha words and phrases, and the classes have provided satisfaction and a sense of pride for children and elders. In addition, many teachers at the school believe that the program has led to better attitudes and academic performance for at least some students. The program may enhance Omaha cultural survival and enrich the educational experience of the children. (Author/JL)

ED 347 786 FL 018 608

Yashiro, Kyoko
Some Comments on Teaching English as an International Language in Japan.
PUB DATE- 88
NOTE- 16p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Advanced Courses; Communicative Competence (Languages); *Cultural Context; Curriculum Design; *Educational Objectives; *English (Second Language); Foreign Countries; *Intercultural Communication; *Language Role; *Language Variation; Second Language Instruction; Sociolinguistics
IDENTIFIERS- *Japan

A discussion of the teaching and learning of English as an international language (EIL) makes two proposals. First, the teaching of EIL in Japan should not lead to premature replacement of native English with Japanese English as a model or goal of English education. The change should be in the direction of nurturing communicative competence, and ability to express oneself in international situations. as contrasted with the present emphasis on spelling, grammar, translation, and reading comprehension. Second, it is argued that in order to cultivate awareness, acceptance, comprehsnion, and appreciation of the new English variations that comprise much of EIL,

ED 347 810 FL 020 206

Dickerson, Wayne B., Ed.; And Others
Issues and Development in English and Applied Linguistics (IDEAL), Volume 1, 1986.
PUB DATE- 86
NOTE- 116p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Applied Linguistics; Comparative Analysis; Consonants; Contrastive Linguistics; Dialects; *English (Second Language); Foreign Countries; *Generative Phonology; Instructional Materials; Language Skills; *Listening Comprehension; Oral Language; Pronunciation Instruction; *Second Language Learning
IDENTIFIERS- *Singapore

This document consists of the premier issue of an annual international journal on the acquisition and teaching of English as a Second Language (ESL). Its six articles and their contributors are as follows: "Adapting and Applying Levinson's Concept of the 'Dispreferred Second' to the Review of the ESL Materials" (Lawrence F. Bouton); "Comparability of Cross-Sectional and Longitudinal Findings in a Second Language Acquisition Study" (Yeon Hee Choi); "A Pedagogical Interpretation of Generative Phonology: V. Consonant Choice" (Wayne B. Dickerson); "Teaching ESL Listening Comprehension and Pronunciation" (Janice L. Moy); "Lects and Institutionalized Varieties of English: The Case of Singapore" (Mary W. J. Tay); and a review of James E. Flege's "The Production and Perception of Foreign Language Sounds," (Molly Mack). (LB)

ED 347 811 FL 020 321

Fareh, Shehdeh; Yumitani, Yukihiro
Kansas Working Papers in Linguistics. Volume 12.
PUB DATE- 87
NOTE- 149p.; For individual papers, see FL 020 322-328.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- American Indian Languages; *Anthropological Linguistics; Contrastive Linguistics; Cultural Context; Grammar; Hopi; *Language Research; Lexicology; Linguistic Theory; Mayan Languages; *Phonology; *Sociolinguistics; *Structural Analysis (Linguistics); Uncommonly Taught Languages; Yoruba
IDENTIFIERS- Klamath; Lakota (Language); Pueblo (People); Sahaptin

Seven original research papers by faculty and students of the Linguistics Department and other related departments of the University of Kansas are presented. The titles and authors are as follows: "Particles in Tojolabal Mayan Discourse" (Jill Brody); "One Hundred Years of Lakota Linguistics (1887-1987)" (Willem J. de Reuse); "Lexical and Phrasal Phonology of Yoruba Nouns" (Antonia Y. Folarin); "Some Klamath-Sahaptian Grammatical Correspondences" (Noel Rude); "A Note on Hopi Consonant Gradation" (David Leedom Shaul); "Word Order in Klamath" (Karen Sundberg); "A Comparative Sketch of Pueblo Languages: Phonology" (Yukihiro Yumitani). A list of the cumulative contents of volumes 1-12 of the Kansas Working Papers in Linguistics is included. (LB)

ED 347 812 FL 020 322

introductory section gives basic information about the phonetics, sentence structure, and alphabet of the Lao language. The subsequent 88 lessons, each addressing one competency, focus on fifteen areas of daily living skills (classroom language, shopping, asking for and giving directions, transportation, food, time, communication, community services, the family, social life, medicine, the wat, housing, and work). Each topic section begins with cultural notes. Each competency or lesson includes: a short dialogue in Lao; a vocabulary list in the International Phonetic Alphabet, English, and Lao; and brief explanations of relevant grammatical structures and vocabulary. Appended materials include additional language and vocabulary notes, maps, and a glossary. (MSE)

ED 347 834 FL 020 498

Johnson, Dora E.
Expansion and Computerization of Materials and Supplementary Resources for "A Survey of Materials for the Study of the Uncommonly Taught Languages." Final Report.
SPONS. AGENCY- Office of International Education (ED), Washington, DC.
PUB DATE- 24 Jun 86
NOTE- 72p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Audiovisual Aids; Computer Assisted Instruction; Computer Oriented Programs; *Database Design; *Databases; *Instructional Materials; Program Descriptions; Program Development; Publishing Industry; Second Language Instruction; Textbooks; *Uncommonly Taught Languages

The process of development of a computerized database of instructional materials for the uncommonly taught languages is described. Content of the database includes information on materials for instruction in the less commonly taught languages, some previously stored in a semi-automated file. These include references and information on basic tools, human resource, publishers and distributors of books and audiovisual materials, and materials for computer-assisted instruction. This report details the process of moving the files to a computerized system and provides samples of the different types of materials as they exist in the database to date. The bulk of the report is in appendixes, which include bibliographic and other file samples and the forms used in the survey to gather file contents. (MSE)

ED 347 835 FL 020 499

Arnall, Gail C.
Innovations in Foreign Language Education.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 10 Jun 92
NOTE- 29p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Competency Based Education; Curriculum Development; *Educational Change; *Educational Innovation; *Educational Technology; Elementary Secondary Education; *FLES; Higher Education; International Studies; Language Proficiency; Program

DESCRIPTORS- Art Activities; *Class Activities; Educational Games; *English (Second Language); Language Fluency; *Literacy Education; Maps; Music Activities; Peer Teaching; Role Playing; Second Language Instruction; *Sensory Integration; Student Developed Materials; *Teaching Methods
IDENTIFIERS- *Total Physical Response

A number of language classroom activities designed to incorporate the senses into the English-as-a-Second-Language learning process are described. The strategies used involve group problem-solving, role-playing, information-gap activities using drawing and visual aids, the Total Physical Response approach, student-developed illustrations, games and quizzes, peer tutoring, and inclusion of multisensory activities. Related classroom issues are discussed briefly, including student literacy level, aiming at grammatical accuracy rather than language fluency, and promoting independent language learning. a brief list of references is included. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 347 856 FL 800 135

Medrani, Emelda
The Missing Link: Community-Based Organization Participation in ESL/Civics Classes.
PUB DATE- Mar 89
NOTE- 25p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Citizenship Education; *Civics; *Community Organizations; Educational Demand; Educational Supply; *English (Second Language); Federal Legislation; *Literacy Education; *Public Policy; Second Language Programs; *Undocumented Immigrants
IDENTIFIERS- *Immigration Reform and Control Act 1986

This memorandum discusses the need for civics and English-as-a-Second-Language (ESL) instruction as a result of the Immigration Reform and Control Act (IRCA) of 1986. IRCA provides an opportunity for illegal aliens to obtain legal resident status by successfully completing a test of English proficiency and a test of U.S. history and government, or by attending approved English and civics courses. The memorandum is designed: (1) to inform community groups about the situation of IRCA-generated demand for ESL/civics courses and to give recommendations to policymakers regarding needed action; and (2) to assess the policy implications of recent developments and provide recommendations to state, local, and federal policymakers. Immediate, firm policy intervention is recommended to avoid a potential supply/demand crisis that may undermine the progress achieved with the first (application) stage of legalization. An introductory section provides background information on the legislation process and its target audience, describing the Immigration and Naturalization Service interview procedure, the standardized tests used, and the ESL/civics course requirement. The supply/demand situation for the courses is then examined in some detail, and community organization participation and policy recommendations are addressed. Appended materials include timelines and data concerning application for the legalization program, and notes on exemptions from the ESL/civics courses. (MSE)

ED 347 857 FL 800 138

Jenkins, Sarah
Assessment of Alternative Financial Theories.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- 91
NOTE- 45p.; For a related document, see HE 025 639.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accounting; *Banking; Budgeting; Capital; Educational Finance; Financial Audits; Financial Policy; Higher Education; Loan Repayment; *Models; *Student Loan Programs
IDENTIFIERS- Department of Education; *Financial Analysis; *Stafford Student Loan Program

This publication presents an assessment of various methods applicable for measurement of lender profitability with particular emphasis on net present value (NPV) in order to determine whether the Department of Education's current method for determining lender profitability within the Stafford Student Loan program is the best. The introduction points out that the NPV method of capital budgeting is currently accepted by economists and the financial community as the best of several methods within capital budgeting theory as it is easy to implement and determines the investment that maximizes the value of the firm. The body of the paper describes NPV in detail with the first subsection treating criteria for selection of this model. The second subsection describes NPV analysis by financial institutions covering revenues, expenses, cost of funds, and discount rate. A section on the weaknesses of this approach lists three drawbacks: errors in cash flow and discount rate if data are not carefully estimated, the same discount rate across loans and time periods implying that rates are not going to change over time; and difficulties accounting for every cost and benefit of student loans. Detailed appendixes treat ratio analysis, capital budgeting, portfolio theory, the capital asset pricing model, and the option pricing model. Included are 10 endnotes and a 27-item bibliography. (JB)

ED 347 876 HE 025 639

Jenkins, Sarah; And Others
An Assessment of the Department of Education's Approach and Model for Analyzing Lender Profitability.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Sep 90
NOTE- 32p.; For a related document, see HE 025 638.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Banking; Budgeting; Capital; Educational Finance; Financial Audits; Financial Policy; Higher Education; Loan Repayment; *Models; *Student Loan Programs
IDENTIFIERS- Department of Education; *Financial Analysis; *Guaranteed Student Loan Program

An assessment was done of the Department of Education's (ED) approach to determining lender profitability for Guaranteed Student Loans. The assessment described the current net present value (NPV) method as well as discussing its strengths and weaknesses. The NPV method has been widely accepted for determining the profitability of different lending activities, including student loans. The approach is appealing because it accounts for all cash flows throughout the life of a loan as well as the opportunity cost of making a loan. This approach

PUB TYPE- Reports - General (140)
DESCRIPTORS- *Alcohol Abuse; Colleges; *College Students; Community Coordination; *Drug Use; Educational Needs; Federal Legislation; Higher Education; Intervention; Medical Services; Policy Formation; *Prevention; Public Policy; Student Behavior; *Substance Abuse; Universities
IDENTIFIERS- *Pennsylvania

This report addresses three aspects of the "drug problem" on Pennsylvania's college campuses: (1) education and prevention; (2) diagnosis and treatment; and (3) law enforcement. It describes a wide variety of campus responses to this challenge reflecting the enormous variety of institutions of higher education in the Commonwealth. The purpose of the report is to identify model policies, practices, and procedures aimed at substance use and abuse within a productive public policy environment which enables colleges and universities in concert with communities, families, and other agencies to provide effective educational, intervention, and treatment services. Following a background review, the report presents an assessment of the problem. Among the findings is that 94 percent of the college students in 1989 reported having used alcohol, more than half (51 percent) reported having used marijuana, and some 15 percent reported having tried cocaine. Possible solutions are then explored, including the development of a coordinated primary prevention program. Finally, recommendations and conclusions are presented. Appendices (comprising over half the report) include members of the Presidential Task Force on Substance Use Issues on Pennsylvania College and University Campuses; Recommended Standards: Alcohol and Other Drug Use Misuse, and Dependency; and examples of Pennsylvania Campus Policy Statements. (GLR)

ED 347 896 HE 025 659

Shugars, D. A., Ed.; And Others
Healthy America: Practitioners for 2005. An Agenda for Action for U.S. Health Professional Schools.
PUB DATE- Oct 91
NOTE- 118p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - General (140),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Agenda Setting; *Allied Health Occupations Education; Dentists; Educational Change; Educational Trends; Family Practice (Medicine); *Futures (of Society); Higher Education; Medical Education; *Medical Services; *Needs Assessment; Nurses; Pharmacists; Physicians; Preventive Medicine; *Primary Health Care; *Professional Training; Telephone Surveys; Trend Analysis; Veterinarians

This report presents recommendations of the Pew Health Professions Commission regarding changes in health care education. It identifies 17 competencies that practitioners should be prepared for by the year 2005. Recommendations include: expand access to effective care; provide contemporary clinical care; emphasize primary care; participate in coordinated care; practice prevention; involve patients and families in the decision-making process; promote healthy lifestyles; assess and use technology appropriately; manage information; provide counseling on ethical issues; accommodate expanded accountability; and continue to learn. Health care trends by the year 2005 are identified, including efficiency and effectiveness through coordinated care; diversity and aging in the population; tensions in the expansion of science and

Writers" (Sharon Hamilton); "Educating Collaborative Teachers: A Report of Faculty Resources" (Alison Carr, Kris Bosworth); "Collaborative Learning and Evaluation" (Kathy Egawa); "The Role of Media and Technology for Collaborative Learning" (Edmund Hansen, William Frederick); "Exemplars of Collaborative Learning in Biology" (Paul Zell, George Malacinski); "Collaborative Learning is Possible in Large Courses" (Kathleen A. Kleiner); "Collaborative Learning in Introductory Biology" (Richard O. McCracken); "Collaborative Learning in an Upper Division Microbiology Course" and "Collaborative Learning in a Graduate-Level Biology Class" (Deborah Ross); "The Flowering of Collaboration by Changing the Structure of a Physics Course" (Bennet B. Brabson); "An Application of Collaborative Learning in a Course on Urban Economics" (Donald A. Coffin); "Collaborative Research Teams" (Linda Haas); "Using Collaborative Learning on Case Studies to Foster Critical Reading, Writing, and Thinking" (Sharon L. Pugh); "Collaborative Learning in a Technical Writing Class" (Julie A. Held); "Writing and Grading Group Essays" and "Students Edit Movies to Demonstrate Examples of Clinical Diagnosis" (John F. Kremer); "Intellectual Community Via Telecommunications" (Helen J. Schwartz); "Collaborative Learning Via Study Groups and the Electronic Classroom" (Robert Althauser); and "Collaborative Learning in an Electronic Classroom" (Daniel R. Sharpless). References follow papers. (GLR)

ED 347 915 HE 025 678

Higher Education for a New Century--Research, Training, Development. Final Report of the International Seminar on Staff and Educational Development (10th, Prague, Czechoslovakia, June 20-25, 1991).
PUB DATE- 25 Jun 91
NOTE- 46p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- College Outcomes Assessment; Curriculum Development; Educational Cooperation; *Educational Development; *Educational Planning; Educational Technology; Experiential Learning; *Foreign Countries; Higher Education; Personnel Evaluation; School Business Relationship; Seminars; *Staff Development; Student Development; Teacher Evaluation; Workshops
IDENTIFIERS- *Europe

Topics covered at the international conference on staff and educational development include: the promotion of international curricula and cooperation; institutional support for teaching; successful innovations in course and program design; academic auditing; staff development; the creation of partnerships with business and industry; faculty and staff appraisals; evaluation of instruction competencies; the promotion of experiential learning; and issues and processes involving student development and induction. The seminar results show that, despite the variety of sociopolitical, economic, and cultural conditions of countries represented at the seminar, there exist numerous and often very significant problems that are common to these countries and can therefore be solved on a common basis. Appendices provide the list of participants, the seminar program, the list of working groups, and the list of papers presented. (GLR)

ED 347 916 HE 025 679

Academic Recognition of Higher Education Entrance, Intermediate broad scope of the content caused problem students more difficulties. It was found that in most cases the problem students did encounter repeated difficulties with the same dimension[illegible]ucational recommendations are presented. Contains 20 references. (GLR)

ED 347 934 HE 025 697

Schratz, Michael
Researching while Teaching: Promoting Reflective Professionality in Higher Education.
PUB DATE- Apr 92
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Reports - General (140)
DESCRIPTORS- *Action Research; *College Faculty; *College Instruction; Competence; Evaluation; Foreign Countries; Higher Education; Inquiry; *Interdisciplinary Approach; Teacher Effectiveness; *Teacher Improvement; *Teaching Skills; Theory Practice Relationship
IDENTIFIERS- *Austria

In an interdisciplinary approach to improve faculty members' teaching competencies in higher education at the University of Innsbruck (Austria), an action research type of program proved most suitable to promote reflective professionality across the disciplinary boundaries. After an introductory session individual projects were initiated, in which the participants undertook different approaches to action research by reflecting on their own teaching situation. As an ongoing evaluative process between individual inquiry-based phases of lecturing and reflective plenary sessions, the program tried to offer deeper insights into the participants' own theories of what they intend to accomplish in the classroom and how they want to achieve these goals. Moreover, through its cooperative design across the disciplinary boundaries, the action research approach played an important part in organizational development. Because of their complexity, institutional changes depend on individual as well as collective actions on various levels of an educational institution. Experience in this program has shown that promoting reflective professionality in an institution of higher learning helps in dealing with the important relationship between the subjective and objective factor in the dynamics of institutional development. In this sense, educating the reflective practitioner within university teaching will help in establishing a culture of self-evaluation and personnel development across disciplines. Contains 41 references. (Author)

ED 347 935 HE 025 698

Bayley, Linda J.
The Role of Women's Studies in Fostering Women's Educational and Career Prestige Aspirations.
PUB DATE- 20 Apr 92
NOTE- 12p.; For a related document, see HE 025 699.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Academic Achievement; Achievement Need; *Aspiration;

*Mandatory Retirement

This publication presents a close examination of conceptual, legal and related issues surrounding the dismissal of tenured higher education faculty, under the fourth exception to the Age Discrimination in Employment Act (ADEA). This exception, which will expire on December 31, 1993, permits existing, compulsory retirement-age policies to be applied to employees by their college or university employer at age 70 if the employees are "serving under a contract of unlimited tenure." The study is organized into four parts. The first, an introduction, describes the history of the development of the ADEA legislation and its amendments and exception as well as an overview of the study itself. Section II, "The Concept of Tenure," focuses on tenure's function and justification without considering the law. Part III, "The Legal Aspects of Tenure," addresses the question of whether the concept of tenure constitutes an unacceptable obstacle for institutions of higher education such that their efforts to achieve educational goals is unacceptably impaired. Part IV, "Conclusion," discusses age-neutral procedures, involuntary versus voluntary termination, the need to retain older faculty, and the role of academic tenure in the 1990s. An appendix offers dismissal procedure guidelines. Also included are a table of cases cited and an index. (JB)

ED 347 955 HE 025 815

Wilcox, John R.; Ebbs, Susan L.
The Leadership Compass: Values and Ethics in Higher Education. ASHE-ERIC Higher Education Report No. 1, 1992.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 129p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Colleges; *Educational Environment; Educational Responsibility; *Ethical Instruction; Faculty College Relationship; *Higher Education; Institutional Mission; *Institutional Role; Leadership; *Moral Values; Role Conflict; Role of Education; Social Environment; Student School Relationship; Universities

Because colleges and universities create and disseminate knowledge, and because of the power knowledge creates, these institutions of higher learning possess a moral responsibility to society. The scholar's role is crucial because of his or her power to define reality for and exercise control over society in general and students in particular. Often ethical problems exist due to the competing needs of the various roles assumed by the scholar, which can be conceived in four phases: teaching, discovery, application, and integration. To assist in dealing with these problems, the institution itself must take a leadership role by properly formulating mission statements based on ethical practices and concerns; fostering collaboration among all faculty, administrators, staff, and students to work with the values necessary for institutional effectiveness and overall integrity; and by employing the use of models of ethical decision making. The academic environment must foster the importance of human dignity, the nourishment of growth and achievement, and respect for others. Such an environment is a learning community: a community that brings together the themes of leadership, faculty, and students.

PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Philosophy; *Educational Technology; Educational Theories; Elementary Secondary Education; *Ethics; Feminism; Foreign Countries; Futures (of Society); Research and Development; School Restructuring; Social Change
IDENTIFIERS- Canada; Deconstruction; Empowerment; *Postmodernism

This symposium chaired by John C. Belland addressed the ethical position of educational communications and technology in society. Presenters created ethics scenarios and applied critical theory to provide insight. Intended to stimulate questions, the approach was philosophical, literary, and sociopolitical, and reflected Derrida, Foucault, and Habermas among others. This paper provides abstracts of the following presentations: (1) "Introduction to Thinking Otherwise: Critical Theory, Ethics, and Postmodernism" (Andrew R. J. Yeaman); (2) "Deconstruction and Educational Media" (Andrew R. J. Yeaman); (3) "Restructuring, Technology, and Schools" (Robert Muffoletto); (4) "The Rite of Right or the Right of Rite: Moving towards an Ethics of Technological Empowerment" (Jane Anderson); (5) "Feminisms, Foucault, and Felicitous Design" (Suzanne K. Damarin); (6) "Communicative Action and Educational Biotechnology" (Randall G. Nichols); (7) "Marginalizing Significant Others: The Canadian Contribution to Educational Technology" (Denis Hlynka); and (8) "Commentary on Postmodern Implications for the Future of Theory, Research, and Development" (J. Randall Koetting). A reference list of 90 items is also provided. (Author/BBM)

ED 347 974 IR 015 710

Bohlin, Roy M.
The Effects of Two Instructional Conditions on Learners' Computer Anxiety and Confidence.
PUB DATE- Feb 92
NOTE- 20p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology and Sponsored by the Research and Theory Division; see IR 015 706.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; Anxiety; *Attitude Change; *Computer Literacy; Correlation; Educational Strategies; Higher Education; Individual Characteristics; *Intermode Differences; Locus of Control; Pretests Posttests; Sex Differences; Spreadsheets; Student Attitudes; *Teaching Methods
IDENTIFIERS- *Computer Anxiety; Computer Confidence

This investigation of the relationship of computer anxiety reduction to instructional strategies and learner characteristics used multiple repeated measures in a 2x2x2 quasi experimental design with arousal-seeking tendency, coping style, sex, computer skill mastery, and locus of control as the independent variables. Discrete dependent variables were pre- and post-computer anxiety and computer confidence scores. Pre- and post-tests were administered, and 10 randomly selected students kept journals of their thoughts and feelings during the 8 weeks of treatment. The subjects--120 students (61 male, 58 female, one non-report) enrolled in an introductory computer literacy and survey course at a large university--were assigned to two treatment levels: demonstration of computer skills by the instructor without hands-on experience and practice for

*Hypermedia; Instructional Effectiveness; Meta Analysis; Postsecondary Education; *Research and Development; *Research Methodology; Technology Transfer
IDENTIFIERS- *Lehigh University PA

This paper seeks to establish evaluation as an important concern in hypermedia research and development, and presents a review of current hypermedia evaluation research with a prescriptive focus. Characteristics of hypermedia currently attracting the attention of instructional developers are discussed and conclusions drawn from recent evaluation research are presented along with distinguishing features that separate the evaluation approaches employed. Characteristics of hypermedia that present challenges to evaluative studies are analyzed and possible methodological solutions are suggested. Current and proposed activities at Lehigh University (Pennsylvania) which seek to apply the ideas presented in this paper to the development of hypermedia applications for technology transfer and training in engineering and other areas are also described. It is concluded that hypermedia requires an adaptive interactive research model to investigate the effects of treatment, and that this model will probably incorporate elements of both rationalistic and naturalistic approaches. Two figures show a comparison of rationalistic and naturalistic methodologies and the relationship between learner control and self-regulation. Three tables display the characteristics of hypermedia and expected outcome; selected evaluation research studies; and criteria for judging the trustworthiness of the findings of an evaluation study. (50 references) (BBM)

ED 347 991 IR 015 728

Hamilton, Julie; Thompson, Ann
The Adoption and Diffusion of an Electronic Network for Education.
PUB DATE- Feb 92
NOTE- 8p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology and Sponsored by the Research and Theory Division; see IR 025 706.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adoption (Ideas); *Attitudes; *Change Agents; College Faculty; *Computer Networks; *Educational Change; Elementary Secondary Education; Higher Education; Information Dissemination; *Information Networks; Student Teachers; Teachers; Telecommunications; Use Studies
IDENTIFIERS- *Adoption Diffusion Theory (Rogers)

Adoption diffusion theory was used as the theoretical base to study early adopters' use of an electronic communication network for teachers developed at the College of Education at Iowa State University, i.e., the Electronic Educational Exchange (EEE). The EEE is designed to provide a convenient method for the exchange of ideas between student teachers, practicing teachers, and Iowa State faculty, and to provide telecommunications experience for the three groups. Thirty-five subjects were selected from a list of the most frequent EEE users in the spring of 1990, including university professors, graduate students, student teachers, and preservice teachers from Iowa State, and educators from the surrounding area. Research has suggested that personal characteristics early adopters have in common include education level, social status, social participation, cosmopolitan outlook, mass media use, personal communication, degree of innovation information

Educational Television; Elementary Secondary Education; Higher Education; Hypothesis Testing; *Media Selection; Microcomputers; Opinions; Overhead Projectors; *Preservice Teacher Education; *Student Teachers; *Use Studies
IDENTIFIERS- Student Surveys

This quantitative, descriptive research study measured the attitudes of preservice teachers toward the selection and use of instructional media in the classroom. Two groups were involved in the study: approximately 168 students enrolled in formal training in the selection and utilization of instructional media, and approximately 170 preservice teachers completing their student teaching requirement. A preassessment instrument was designed to obtain data on the subjects, and an attitude survey was developed that contained eight specific categories to measure the subjects' degree of agreement toward the selection and utilization of instructional media. These categories were: (1) the contribution media can make to instruction; (2) the positive attributes of instructional media; (3) the future use of instructional media; (4) taking a required course in instructional media; (5) present attitude toward teaching with instructional media; (6) the conditions of using instructional media; (7) course specific perceptions; and (8) attitudes toward systematic lesson planning techniques. Five hypotheses were tested. The preassessment profile indicated that the subjects enrolled in formal training of instructional media began the course with no skills or experience in using the selected media, materials, or formal lesson planning techniques. Based on the final results of the study, it was concluded that a formal course in the selection and utilization of instructional media can function as a primary factor in the development of students' attitudes in a positive direction, and that the most frequently used of the 10 media listed were the personal computer, overhead projector, and television. A discussion of the implications of these findings and suggestions for future study complete this report. (40 references) (BBM)

ED 348 008 IR 015 745

Yung-Bin, Benjamin Lee
Effects of Learning Style in a Hypermedia Instructional System.
PUB DATE- Feb 92
NOTE- 5p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology and Sponsored by the Research and Theory Division; see IR 015 706.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Aptitude Treatment Interaction; *Cognitive Style; Comparative Analysis; Feedback; Higher Education; *Hypermedia; *Instructional Systems; *Intermode Differences; Pretests Posttests; Student Attitudes

This study was conducted to test the effect of learning styles and instructional advisement on subjects' achievement test performance, frequency in viewing embedded, elaborated information, time on task, and frequency in receiving instructional advisement in a hypermedia instructional system. In the first of two sessions, a screening test was administered to assess the students' knowledge of the instructional topic to be covered, i.e., DNA and protein synthesis, and a learning style test was administered to determine the group assignment. In the second session, subjects were taught the topic using a account for erratic student attendance; and (4) use computer adaptive testing as an integral part of the program. The project was used for an entire school year by a class in an urban high school with an at-risk predominantly black population and a high rate of absenteeism. The tests, which accept generative responses rather than multiple choice answers, were administered once a week in the school's computer lab. The results of each test were saved and practice sheets, with answer keys, were generated for the missed objectives. The program was evaluated to improve implementation and furnish descriptive data to the classroom teachers and school administrators. It was found that the program generated intense student competition to see who could get the most hamburger graphics--which appeared on the screen when students completed a test with 100% accuracy--in an hour. Both males and female students expressed positive attitudes about the course components, but female responses reflected more confidence in their own abilities. Computer math test scores indicated a consistent improvement on retesting of a topic, with 23 perfect scores on 43 retests. A discussion of the implications of this study concludes the paper. (2 tables, 22 references) (BBM)

ED 348 025 IR 015 762

Simsek, Ali
The Impact of Cooperative Group Composition on Student Performance and Attitudes during Interactive Videodisc Instruction.
PUB DATE- Feb 92
NOTE- 12p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology and Sponsored by the Research and Theory Division; see IR 015 706.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Ability; *Aptitude Treatment Interaction; Attitude Measures; *Cooperative Learning; *Interactive Video; Intermediate Grades; Pretests Posttests; Science Instruction; *Student Attitudes; *Time on Task; *Videodisks

This study examined the relative effects of homogeneous versus heterogeneous ability grouping on performance and attitudes of students working cooperatively during interactive videodisc instruction. After two cooperative training sessions 80 fourth through sixth grade students, classified as high and low ability, were randomly assigned to treatments. Students completed a level II interactive videodisc science lesson about whales, an achievement test, and an attitude questionnaire. The amount of instructional time for each group was also recorded. Results revealed that homogeneous low ability groups scored significantly less than the other three groups, while the difference between achievement of high ability students in homogeneous and heterogeneous groups was not statistically significant. Homogeneous low ability groups consistently used more instructional time than the other groups, whereas homogeneous high ability groups used the least amount of time. Low ability students in heterogeneous groups had significantly better attitude scores than their high ability groupmates. Implications for the collaborative use of level II videodiscs are discussed. (29 references) (Author/BBM)

ED 348 026 IR 015 763

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Continuing Education; *Developing Nations; Information Science Education; *Information Scientists; *Labor Force Development; *Labor Utilization; *Librarians; Library Education; *Professional Development

A brief essay on the need for diversification and training of the library and information services workforce in developing nations introduces this guide to UNESCO publications, international conference papers, research reviews, and articles that examine these issues. It is suggested that workforce management is particularly important in the library/information services sector because it is labor intensive and calls for staff who have a high level of information and training. Definitions of key terms are also provided, as well as a discussion of continuing education, library education, and education abroad. The resource guide, which makes up the major part of this report, lists 51 selected sources covering: (1) background information on economics and education in developing countries; (2) the impact of information used in developing countries; (3) some problems encountered in these countries, such as lack of appropriate staff in information systems, and technology transfer; (4) guidelines for workshops, training sessions, and seminars for professionals; (5) curriculum innovations in library and information science; and (6) new roles for information professionals. Many of the individual items are annotated. (EW)

ED 348 044 IR 053 397

Crowley, Steven J.
A Review of Talking Book Technology.
SPONS. AGENCY- Library of Congress, Washington, D.C.
PUB DATE- 7 Sep 90
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Accessibility (for Disabled); *Audiodisks; *Audiotape Cassettes; *Library Services; *Optical Data Disks; *Talking Books; *Technological Advancement; Visual Impairments
IDENTIFIERS- *Audio Compression; Digital Audiotape; National Library Service for the Blind

A review of talking book technology has been conducted. This review concludes that present talking book technology in the form of analog cassettes and flexible discs is, today, the most viable for the program. The overall trend of audio technology toward digitization continues, and will likely some day be practical for use in talking book programs at the patron level. Today, for example, the compact disc is becoming the dominant audio technology at the consumer level. Traditionally, the talking book program has benefitted from the economies of established consumer technology. However, in terms of flexibility, ease of use, and economy, the compact disc and other digital technologies are not now suitable. Research in audio compression has the potential to benefit a digital implementation of the talking book program. An overview of this technology concludes this report. (Author)

ED 348 045 IR 053 819

Manual (IR 054 276).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - General (130)
DESCRIPTORS- Databases; Documentation; Information Retrieval; Information Storage; *Lexicography; Library Technical Processes; *Subject Index Terms; *Thesauri; *Vocabulary Development
IDENTIFIERS- *ERIC; *Thesaurus of ERIC Descriptors

Comprehensive rules, guidelines, and examples are provided for use by ERIC indexers and lexicographers in developing and maintaining the "Thesaurus of ERIC Descriptors." Evaluation and decision criteria, research procedures, and inputting details for adding new Descriptors are documented. Instructions for modifying existing Thesaurus terminology are provided, as are procedures for justifying these actions. Details are included on the present-day Vocabulary Development Program that involves all ERIC components and users in the ongoing activities of Thesaurus development. Definitions and functional descriptions are given for the general concepts of "thesaurus" and "descriptors" and for the individual elements included in a standard, structured thesaurus unit, i.e., Main Term, Descriptor Group, Scope Note, UF/USE References, Narrower Terms, Broader Terms, and Related Terms. The purpose and use are described for each of the four sections of the ERIC Thesaurus: Alphabetical Display, Rotated Display, Hierarchical Display, and Descriptor Group Display. Discussions are provided on the use and control of educational terminology, both generally and within the context of the decentralized ERIC Clearinghouse network. Section appendices include a history of the ERIC Thesaurus and some examples of microcomputer templates used for Thesaurus update transactions. (JH)

ED 348 064 IR 054 285

Weller, Carolyn R., Ed.; Houston, Jim, Ed.
Vocabulary Development and Maintenance--Identifiers. ERIC Processing Manual, Section VIII (Part 2).
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 65p.; Supersedes previous edition ED 219 090. Loose-leaf, updated continuously. Section 8, part 2, of the ERIC Processing Manual (IR 054 276).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - General (130)
DESCRIPTORS- Databases; Documentation; Information Retrieval; Information Storage; *Lexicography; Library Technical Processes; *Subject Index Terms; *Vocabulary Development
IDENTIFIERS- *ERIC; *Identifier Authority List

Comprehensive rules, guidelines, and examples are provided for use by ERIC indexers and lexicographers in creating and using Identifiers, and in developing and maintaining the ERIC Identifier file via the "Identifier Authority List (IAL)." Identifiers and the IAL are defined/described: Identifiers are highly specific entities, including most proper nouns/noun phrases, for which Thesaurus control is unnecessary--they may students participating in seminar instruction had significantly higher success rates than those involved in home study. Among the detailed recommendations provided are that instructors should receive professional development, and that an explicit rationale for the goals of the UTP must be established. A review of the literature on two-year college transfer and tabulated survey responses are included. (PAA)

ED 348 081 JC 920 325

2 2 2 = Articulation: The Student's Key to Success.
PUB DATE- Jun 90
NOTE- 237p.; Report prepared in conjunction with the California State University, Fresno; Clovis Unified School District; Fresno County Office of Education; Fresno Metropolitan Regional Occupational Center Program; Fresno Unified School District; Kerman Unified School District; Parlier Unified School District; and Washington Union High School District.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *Articulation (Education); Budgets; Clubs; *College School Cooperation; Community Colleges; Higher Education; High Schools; High School Students; *Intercollegiate Cooperation; *Minority Groups; Publicity; State Universities; *Student Recruitment; Teacher Certification; Teacher Education; *Teacher Education Programs; Two Year Colleges
IDENTIFIERS- *2 Plus 2 Plus 2 Plus 1 Programs

In partnership with California State University, Fresno, the Fresno Metropolitan Regional Occupation Center/Program, and five lead school districts, the State Center Community College District developed a 2 2 2 1 Articulated Teacher Education Program to increase the number of teacher education candidates from underrepresented groups. During the first 6 months of the project, the colleges established teacher education centers, assigned student mentors to each of the community college campuses, provided the opportunity for college students to visit and recruit high school students into the teacher education field of study, and established 30 Teachers of Tomorrow Clubs on the local junior high and high school campuses. The two-part narrative section of this report provides an overview of the program, as well as a proposal for continued funding. Part I presents the program's 1989-90 annual report, including an abstract describing the current structure of the program, summaries of objectives and accomplishments, and descriptions of activities. Part II provides a detailed 1990-91 second year proposal, including subsections on evidence of administrative commitment, targeted student participants, the outreach plan, and student support and tracking systems. A comprehensive budget summary, which includes a completed budget-by-objective form for each participating agency, is provided next, after which the report concludes with a Statement of Compliance form. Extensive appendixes provide the 1992 Articulation Directory, sample recruitment brochures, the steering committee structure, a sample articulation repository listing, and sample Teachers of Tomorrow publicity materials. (Author/JMC)

ED 348 082 JC 920 338

The Relationships among the Governing Board, the Superintendent/President, and the Academic Senate in Collegial Governance at MiraCosta College--and the Mandate of AB 1725.

Characteristics; *Student College Relationship; Student Educational Objectives; Study Habits; Two Year Colleges; *Two Year College Students; *Withdrawal (Education)
IDENTIFIERS- *San Jose City College CA

In 1991, a study was conducted of students who withdrew from one of three courses at San Jose City College (SJCC) in fall 1990 or spring 1991 to elicit their reasons for withdrawing. Of 254 students who withdrew from Math 310, Learning Skills 340, or English 321, 28% (N=71) were interviewed in-depth about their commute to campus; educational objectives; and personal, academic, classroom-related, methodology-related, instructor-related, and college-related reasons for withdrawing. In addition, they were asked what the college could have done to help them remain in the course, and what they found most helpful or enjoyable about the class. A final set of questions focused on their study habits, advice for other students, and educational plans. Similar questions were asked of a smaller sample of successful students. Major study findings included the following: (1) 71% of those interviewed thought about dropping within the first 4 weeks; (2) 85% did not talk to their instructor about withdrawing; (3) 84% of the dropouts worked 40 or more hours per week, compared to 45% of the successful students; (4) 46% indicated a degree or certificate as a goal, compared to 57% of the successful group; (5) 17% cited classroom-, methodological-, instructor-, or college-related reasons for withdrawing; (6) 16% of the reasons for withdrawing were college-related; (7) 64% indicated personal reasons for withdrawing; (8) 30% of the personal reasons were related to sickness, 29% were job-related, and 16% were due to difficulty in paying for college; (9) 15% of the respondents felt they were placed too high, and 19% felt they were placed too low; (10) 89% of the withdrawing students studied alone, compared to 57% of the successful students; and (11) both withdrawing and successful students advised fellow students to attend all classes, do all assignments, ask questions, and stick with it. Recommendations and the interview schedule are provided. (JMC)

ED 348 098 JC 920 394

Kangas, Jon; And Others
San Jose City College Successful Students Study: MATH 310, LS 340, ENGL 321, Fall 1990. Research Report #120.
PUB DATE- Aug 91
NOTE- 27p.; Project funded by the San Jose/Evergreen Community College District's Title III grant. For the study of withdrawing students, see JC 920 393.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; Community Colleges; Comparative Analysis; *Credit Courses; Questionnaires; School Surveys; *Student Attitudes; *Student Behavior; Success; Two Year Colleges; *Two Year College Students; Withdrawal (Education)
IDENTIFIERS- *San Jose City College CA

A study was conducted at San Jose City College (SJCC) of the factors that contributed to the academic success of a sample of students enrolled in fall 1990. Successful students were defined as those receiving a letter grade of A, B, C, or CR (credit) in Math 310, Learning Skills 340, and English 321. A randomly selected group of 39 students who were successful in Math 321, and all 20 students who were successful in LS 340 or

30. Following desegregation legislation in 1954, the George Washington Carver Junior College in Rockville was incorporated as a branch of MC. In 1961, the MCBE purchased close to 100 acres of land in Rockville, and by 1965 a new campus was opened at the site, marking the beginning of MC's growth into a multi-campus community college. The 1960's and 1970's were marked by increasing student participation in governance, and a growing multicultural student body. By 1980, the college offered services at three campuses and had an annual enrollment of approximately 50,000 students. (PAA)

ED 348 115 JC 920 413

Davis, Fran; Nemiroff, Greta Hofmann
Gender Fairness in the Classroom: Theory and Praxis.
PUB DATE- May 92
NOTE- 34p.; Summary of a paper presented at the Annual Conference of the Association of Canadian Community Colleges (Montreal, Quebec, Canada, May 24-27, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; Critical Thinking; Educational Change; Educational Discrimination; Educational Theories; *Epistemology; Females; *Feminism; Foreign Countries; Higher Education; Humanism; Instruction; *Learning Theories; Males; Models; Sex Bias; *Sex Fairness; Teacher Student Relationship; *Womens Studies
IDENTIFIERS- Feminist Pedagogy

Both Women's Studies courses and the mainstreaming of Women's Studies material within the regular disciplines are essential pedagogical strategies for making curriculum responsive to the gendered context of schools, but it is also important to formulate a gender-fair model of education. After explaining the need for and benefits of gender-fair education, this paper presents criteria for gender-fair epistemology, curriculum, and pedagogy through examining and critiquing five learning models and presenting examples of feminist pedagogy appropriate to the gender-fair classroom. The objectives of gender-fair education are defined as seeking to enable students to develop a critical perspective toward all knowledge, and to empower all students to become equal and active participants in this critical educational process. The five pedagogical models critiqued are: (1) "Talking Head" pedagogy, which seeks to reproduce the common wisdom of established knowledge; (2) "Humanistic Education," in which learners and teachers interact to produce knowledge; (3) "Critical Pedagogy," in which teachers and learners produce knowledge through a collective examination of their socio-economic situations; (4) "Early Feminist Pedagogy," which emphasizes the collective production of knowledge, focusing on gender and sexism as universals; and (5) "Critical Humanism," which combines the thinking of humanists, critical pedagogues, and feminist educators, and centers the problems of race, social class, ethnicity, and sexual orientation. (Author/PAA)

ED 348 116 JC 920 414

Steiger, Arlene; Davis, Fran
Feminist Pedagogy and the Teaching of Science: An Experiential Workshop.
PUB DATE- May 92

regional map of resource and referral programs; (3) the results of a needs assessment survey of employees; and (4) profiles of 16 child day care voucher systems in 13 states. Over 50 references are cited. (RH)

ED 348 132 PS 018 220

Kazanjian, Elise, Ed.
Parent Express.
PUB DATE- 88
NOTE- 226p.; A series of 15 "Parent Express--A Month-by-Month Newsletter for You and Your Baby" is combined with 12 issues of "Parent Express--A Series of Booklets for Parents of Infants and Toddlers."
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - Serials (022)
DESCRIPTORS- Adjustment (to Environment); *Coping; Discipline; Early Parenthood; Games; Guidelines; Health; *Individual Development; *Infants; Learning Activities; Neonates; Nutrition; *Parent Child Relationship; Parent Education; *Parenting Skills; Pregnancy; Safety; *Toddlers

Intended for use by parents of infants and toddlers, this series of 27 8-page month-by-month newsletters provides research-based information on infant and child development and care from 0 to 36 months. Topics in the series for infants include: becoming a parent; getting ready for child birth; the newborn child; and characteristics of the child at each of the first 12 months of life. Tips concern support for teenage parents, keeping a record of infant health, safety guidelines, developmental milestones, feeding, bathing, illness, physical and emotional health of new mothers, babies' games, single parents, typical infant behaviors, coping with daily stress, discipline, infant ways of learning, family rules, a daily special time for parent and child, temper tantrums, and building self-confidence. Each newsletter offers answers to questions parents of infants commonly ask and cites sources of information. Also included is an executive summary of the evaluation of the home learning series for new parents and a parent survey questionnaire on the degree to which the series met the needs of its readers. Topics in the series of booklets for infants and toddlers include: developmental milestones and characteristics; age-appropriate games; research findings; homemade toys that teach; coping strategies for parents; television; safety; guidance and discipline; nutrition; copy play; playing responsively; language acquisition; self-esteem; sex; choice of a preschool; stress; lying and stealing; toddler problem solving; birthday parties; and difficulities and variations in development. Each booklet cites references and suggested readings. (RH)

ED 348 133 PS 018 840

Steinhardt, Bruce J.; DeLuypere, Matthew
Assuring Children's Access to Health Care; Fixing the Medicaid Safety Net.
PUB DATE- Oct 89
NOTE- 149p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)

ED 348 151 PS 020 679

Innovation Inventory II: Strong Start. 5 Keys to Excellence.
PUB DATE- May 92
NOTE- 58p.; For related document, see PS 020 678.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- After School Programs; Breakfast Programs; *Class Activities; Computers; Decision Making; Discipline; *Educational Innovation; *Elementary School Teachers; Elementary Secondary Education; Futures (of Society); Learning Readiness; Nutrition Instruction; *Parent Participation; *Secondary School Teachers; *Teaching Methods; Tutoring
IDENTIFIERS- Before School Programs; *Idaho

This document presents descriptions of instructional and education-related activities of Idaho elementary and secondary school teachers and their schools. Activities include classroom practices and projects, and school programs. Descriptions are presented in five sections. The first section profiles 54 activities that encourage parent participation in their children's education. The second section describes 17 activities that help students adapt to future technology or life situations. Most of these activities involve the use of computers. A total of 12 activities that relate to readiness for learning are highlighted in the third section. These activities generally concern nutrition education and food service programs. The fourth section profiles 21 after-school, before-school, and tutoring programs. The fifth section discusses 15 examples of decision-making practices in schools. These practices include: (1) teacher collaborations; (2) decision-making among parents, teachers, and other educational staff; and (3) control of student behavior. Each of the profiles includes a description of the project and the name and address of the teacher who developed the project or the project contact person. (BC)

ED 348 152 PS 020 680

Byrnes, Deborah A., Ed.; Kiger, Gary, Ed.
Common Bonds: Anti-Bias Teaching in a Diverse Society.
PUB DATE- 92
NOTE- 111p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Check Lists; *Cultural Awareness; *Cultural Pluralism; Economically Disadvantaged; Elementary Secondary Education; Heterogeneous Grouping; Racial Relations; Religious Differences; Religious Factors; *Sex Fairness; Social Bias; Social Differences; *Teacher Role; Teacher Student Relationship; *Theory Practice Relationship
IDENTIFIERS- *Diversity (Student); Language Diversity

This collection of essays seeks to prepare educational theorists and practitioners to accept diversity as a fundamental element in all educational decision making. The collection defines diversity broadly to include differences along racial, ethnic, cultural, religious, ability, socioeconomic, language, and

Community Support; Early Childhood Education; *Family Day Care; Questionnaires
IDENTIFIERS- Child Care Needs; *Church Community Relationship; *Synagogues

This guide discusses the involvement of religious congregations in family child care. Topics include: (1) definitions of family child care and family child care providers; (2) the importance and benefits of family child care; (3) reasons why congregations should be interested in child care and choose child care ministries; (4) the role of churches and synagogues in child care; (5) the ecumenical child care network; (6) the assessment of a community's child care needs and of a congregation's resources and capabilities for helping the community meet its needs; and (7) challenges faced by congregations that establish partnerships with family child care providers. Also considered are opportunities for congregations to support family child care by means of partnerships with individual providers and provider groups, efforts to connect providers with families, and efforts to increase community support for family child care. Throughout the guide, reference lists of organizations and publications with additional information on specific topics related to family child care are provided. Appendixes include a glossary of family child care terms and a list of members of a child care advisory committee of the National Council of Churches. (BC)

ED 348 171 PS 020 784

Willett, Leslie V.
The Efficacy of Using the Visual Arts To Teach Math and Reading Concepts.
PUB DATE- Apr 92
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (73rd, San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Art Education; *Concept Teaching; *Elementary School Students; Grade 5; Integrated Curriculum; Interdisciplinary Approach; Intermediate Grades; *Mathematics Achievement; *Reading Achievement; *Visual Arts

This study investigated the use of art lessons to enhance the comprehension of specific concepts taught in a school curriculum. Reading and mathematics achievement measures were administered as pre- and posttests to 87 fifth graders. Students in the treatment group were taught art lessons by an art teacher. In these lessons, the concepts of area, volume, perimeter, congruency, pattern, and sequence were stressed. Students in the comparison group were taught these concepts by their classroom teachers during the regular mathematics and reading periods. Results indicated that students in the treatment group exhibited significantly higher mean posttest scores for the concepts of pattern and area, and combined posttest scores across the six concepts, than students in the comparison group. For all concepts except perimeter, students in the treatment group showed a greater gain than students in the comparison group in test scores between pre- and posttest. A 33-item reference list is provided. Sample lessons that use art in the teaching of concepts are appended. (BC)

ED 348 172 PS 020 791

two rural regions of Australia indicate that population growth continues in non-metropolitan areas, a fact that dispels the notion that country towns are dying. This report includes analyses of seven northern Australian towns, four of which have received significant government input and three that have received minimal government investment. These analyses illustrate that relatively small expenditures by the government can encourage economic growth through providing necessary infrastructures to attract private investment. Rural education in Australia is one of many services considered inferior to that in larger urban areas. However, rural dwellers expressed advantages of the rural life style, which outweigh the problems associated with living in rural areas. Long-term sustainable development in rural towns will best be achieved by diversification of their economic base through public and private investment. This report contains maps and tables providing descriptive information about the towns analyzed in the report. (LP)

ED 348 190 RC 018 772

Griffith, Dennis
Quantifying Access to Services in Remote and Rural Australia.
PUB DATE- Feb 92
NOTE- 16p.; In: Cameron, Jim M. R., Ed.; Griffith, Dennis A., Ed. Education, Equity, and the Crisis in the Rural Community. Proceedings of the Rural Education Research Association Conference (Alice Springs, Northern Territory, Australia, February 1992); see RC 018 770.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Development; Community Resources; *Community Services; *Cost Estimates; Economically Disadvantaged; Economic Development; *Equalization Aid; Foreign Countries; *Government Role; Models; *Rural Areas; Rural Development; Rural Education
IDENTIFIERS- *Australia

Each year commonwealth, state, and territory governments allocate millions of dollars to alleviate differing kinds of disadvantages among local communities in Australia. This paper is concerned with the allocation of resources to remote and rural areas by the Commonwealth Government on a national basis. Current formulas and resource allocation methodologies are not accurately identifying those populations that have the greatest degree of disadvantage in accessing goods and services. Impediments in allocating resources include an absence of an objective measure of relative access to services and a reliable definition of rural and remote areas. The Service Access Frame (SAF) is a three-dimensional objective model that quantifies the relative access of any population center to activities and services. The three components of the model include population center size, time cost distance unit, and economic resources. The three parts combine to provide a profile and a score for a population center that identifies the level of services to be expected, the cost for persons accessing the service from another area, and the population center's ability to pay for the service. This model will allow policymakers to allocate resources on the basis of identified need rather than geographical location. It also provides a tool by which current formula and resource allocations to rural areas can be tested and evaluated. Sixteen figures are attached. (LP) studies and exhibits. (TES)

ED 348 207 SE 049 639

Mohyla, Jury, Ed.
The Role of Technology: Theme Group 3. Proceedings of the International Congress on Mathematical Education (5th, Adelaide, South Australia, August 24-30, 1984).
PUB DATE- 86
NOTE- 210p.; A product of the Shell Centre for Mathematical Education. Printed at the South Australian College of Advanced Education, Adelaide, South Australia. Charts and drawing may not reproduce well.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Audiovisual Aids; *Calculators; College Students; Curriculum Development; Elementary Secondary Education; Foreign Countries; *International Educational Exchange; *Mathematics Education; *Mathematics Instruction; *Microcomputers; *Technological Advancement

This conference report bears witness to the centrality and growing significance of the debate on the impact of technology on mathematics education. It presents an overview of the conference's Technology Theme group's work, featuring summaries of the reports of 17 constituent working groups under 6 major headings: (1) "Challenges to the Curriculum"; (2) "Algorithms and Programming"; (3) "Television Video and Film"; (4) "Classroom Dynamics"; (5) "Teacher Education"; and (6) "Miscellaneous." The reports include international reviews, reports of the discussions, research findings, national views, personal views, and classroom explorations. The range and nature of the reports are varied and reflect the state-of-the-art in 1984. Thus, a spectrum of experiences ranges from the use of calculators through microcomputers to the use of powerful systems used to create cognitive models. However, a great difficulty in implementing curriculum change is noted; research and development projects must be linked to the varied social levers that might aid dissemination of tested practice. (MNS)

ED 348 208 SE 050 496

Blosser, Patricia E., Ed.; Helgeson, Stanley L., Ed.
National Association for Research in Science Teaching Annual Conference, Abstracts of Presented Papers (62nd, San Francisco, California, March 30-April 1, 1989).
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 89
NOTE- 253p.; For 1988 abstracts see ED 292 688.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Achievement; Biology; Chemistry; Cognitive Processes; College Science; Computer Assisted Instruction; Computer Uses in Education; Concept Formation; Curriculum Development; Educational Assessment; *Elementary School Science; Elementary Secondary Education; Foreign Countries; Higher Education; Learning Strategies; Misconceptions; Physics; Problem Solving; Process Education; Science and Society;

involved in program implementation, type of preservice or inservice training, key conditions for replicating the program, cost of replicating the program, availability of technical assistance, most effective features of program, most surprising or challenging features of program, planned followup activities, and evaluation plan. A final section lists project directors, locations, and telephone numbers. (DB)

ED 347 767 EC 301 385

Ficke, Robert C.
Digest of Data on Persons with Disabilities.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Jan 92
NOTE- 207p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Chronic Illness; Daily Living Skills; *Definitions; *Disabilities; Employment Potential; Federal Aid; Federal Legislation; Financial Support; Health Insurance; *Incidence; Medical Services; Occupational Safety and Health; Residential Programs; Statistics
IDENTIFIERS- Americans with Disabilities Act 1990

This report summarizes existing data on persons with disabilities in narrative and tabular form. The first section considers definition and measurement of disability including such topics as activity limitation, functional limitation, special population groups and measures, chronic conditions, work disability, federal benefit programs, and state level data. Interpretations and limitations of the data are briefly identified next. The third section presents information on prevalence and characteristics of persons with disabilities. Discussion and statistics are presented for such areas as general measures of disability, disability status of special population groups, and disability and health care status. Work disability is specifically addressed in the fourth section, which provides information on characteristics of persons with a work disability, labor force participation, health insurance coverage, and occupational injuries and illnesses. The section on disability in long-term care facilities considers nursing home residents, mental health facilities and organizations, and facilities for the mentally retarded. The last chapter covers federal benefit programs including special education, Social Security Disability Insurance, Supplemental Security Income, state vocational rehabilitation programs, and disabled veterans. Forty-five detailed tables complete the report. A summary of the Americans with Disabilities Act is appended. (105 reference notes) (DB)

ED 347 768 EC 301 386

Krull, Kevin R.
Auditory Processing in Dyslexia: Middle Latency Event-Related Potentials and Temporal Sequencing.
PUB DATE- Feb 92
NOTE- 9p.; Paper presented at the Annual Meeting of the International Neuropsychological Society (20th, San Diego, CA, February 5-8, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

advanced students of English should be introduced to these varieties through reading and listening materials together with the sociolinguistic explanation of their function and status in each society. A 33-item bibliography is included. (MSE)

ED 347 787 FL 018 609

Yashiro, Kyoko
Foreign Language Maintenance Classes for Returnees.
PUB DATE- 90
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *Language Maintenance; Language Research; Parent Attitudes; Second Language Learning; Second Language Programs; Study Abroad; Surveys
IDENTIFIERS- *Japan

Recent studies by the Management and Coordination Agency of the Japanese government and the Japan Overseas Educational Services (JOES) reveal that Japanese students returning from overseas want to retain their foreign language, and that a majority undertake various maintenance activities. Maintenance classes are widely adopted. Research indicates preferences for instructional methods and elements desired to improve the classes. Four types of maintenance classes exist. They include the following: private organization offerings, volunteer group offerings, district educational board classes, and classes offered as part of the school curriculum at special "Ukeireko" schools with a quota for returnees. Based on these findings, features of a desirable maintenance program include opportunities for intercultural encounters, class placement based on proficiency rather than age, accessible location, more class sessions per week, qualification standards for teachers and students, and emphasis on interaction-based instructional methods and materials appropriate to the Japanese culture. It is concluded that while the opportunities for enhancement and maintenance are somewhat limited, they do exist and there is evidence that quality and quantity will increase both inside and outside the schools. (MSE)

ED 347 788 FL 019 043

Al-Omoush, Ahmad
Has Abstractness Been Resolved?
PUB DATE- 89
NOTE- 11p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Abstract Reasoning; Foreign Countries; *Generalization; *Generative Phonology; Language Research; *Phonology; Structural Analysis (Linguistics); Uncommonly Taught Languages
IDENTIFIERS- *Natural Language

A discussion focusing on the abstractness of analysis in phonology, debated since the 1960s, describes the issue, reviews the literature on the subject, cites specific natural language examples, and examines the extent to which the issue has been resolved. An underlying representation is said to be abstract if it is different from the derived one, but as the underlying representation deviates from the corresponding

Brody, Jill
Particles in Tojolabal Mayan Discourse.
PUB DATE- 87
NOTE- 13p.; In: Kansas Working Papers in Linguistics, Volume 12; see FL 020 321.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Communication (Thought Transfer); *Discourse Analysis; Expectation; Foreign Countries; Grammar; Linguistic Theory; *Mayan Languages; Structural Analysis (Linguistics); Uncommonly Taught Languages
IDENTIFIERS- Clitics; Particles (Grammar); Tojolabal; Truth

This linguistic analysis notes that the model clitic in the Mayan language Tojolabal cliticizes to the first element of the clause. Evidentiality particles indicate the speaker's commitment to the truth of the statement, and temporal/aspectual particles indicate expectability, precedence, and durativeness. They function not only to place the speaker in relation to the time and truth of what is said, but also aid in discourse cohesion. The reportative particle "b'i" occurs in foreground clauses in stories. Contains 6 references. (Author/LB)

ED 347 813 FL 020 323

de Reuse, Willem J.
One Hundred Years of Lakota Linguistics (1887-1987).
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.; National Science Foundation, Washington, D.C.
PUB DATE- 87
NOTE- 31p.; In: Kansas Working Papers in Linguistics, Volume 12; see FL 020 321.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *American Indian Languages; Annotated Bibliographies; *Anthropological Linguistics; Language Research; Linguistic Theory; Uncommonly Taught Languages
IDENTIFIERS- *Lakota (Language); Sioux (Tribe)

This document is an attempt at a comprehensive bibliography of all published and unpublished materials relevant to the Lakota (Teton Dakota or Teton Sioux) language with comments for most items. The period covered is from 1887 to 1987, the date of the publication of James Pilling's "Bibliography of the Siouan Languages" (1887). Items in Pilling's listings are excluded from this one unless they have been reprinted or reviewed after 1887. Items included here are more than 200 books, pamphlets, articles, papers, theses, dissertations, published or unpublished, completed or in preparation, that bear fundamentally or marginally on the study of all linguistic aspects of the Lakota language. This bibliography differs from Pilling's in that it deals only with the Lakota dialect and not with any of the other languages or dialects of the Dakotan or Sioux subdivision of Mississippi Valley Siouan (i.e, the Dakota and Nakota dialects and the Assiniboine and Stoney languages), nor with other branches of the Siouan family. General reference works and bibliographies on the Dakota or Sioux are also not included. Most items are followed by informal notes between square brackets. (LB)

ED 347 814 FL 020 324

Development; *Second Language Instruction; Second Languages; Technological Advancement

The report details developments in three areas of United States foreign language instruction, each reflecting major changes in the way foreign language educators think about their role and the way in which they structure the learning process for students. The first section describes the adoption of a voluntary national standard for testing language proficiency, including 10 years of development in proficiency-based instruction and the current use of oral proficiency interviews in entrance examinations, for awarding college credit, and selecting teachers for employment. The second section addresses the recognition of the importance of foreign language competence at all educational levels, but especially in the elementary schools. It outlines the emergence of content-based language instruction and describes various model programs that illustrate how elementary schools and classrooms are integrating foreign language instruction into the overall curriculum. Section 3 discusses the advances in educational technology (computers, video and audio, CD-ROM, compact disks, satellites, cable, and telephones) and how they are making foreign language education more accessible and productive. Each section contains a substantial list of references. (MSE)

ED 347 836 FL 020 507

Washburn, Jonathan Walter
Teaching Difficult Vocabulary in Reading.
PUB DATE- May 92
NOTE- 164p.; M.A. Thesis, Biola University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Classroom Techniques; *Difficulty Level; *English (Second Language); Lesson Plans; *Reading Instruction; Second Language Learning; Skill Development; Teaching Methods; *Vocabulary Development

A discussion of the relationship of vocabulary to reading comprehension focuses on the instruction of difficult vocabulary to learners of English as a Second Language. The historical background of vocabulary instruction is chronicled and the importance of reading and vocabulary learning to each other is examined. Various kinds of difficult vocabulary are discussed, including unknown words, synophones and synforms, technical and other low-frequency words, false cognates, polysemous words, idioms, compounds, multi-word verbs, and abstract words. Four theoretical approaches to vocabulary acquisition, each suggesting a hypothesis of instruction, are then reviewed. Three of the hypotheses are classified as explicit vocabulary instruction, and the fourth is classified as reading skills instruction. Teaching strategies corresponding to each hypothesis are presented, along with two sample lesson plans, one from explicit vocabulary instruction and the other from reading skills instruction. A 73-item list of references is included. (MSE)

ED 347 837 FL 020 508

Berman, Paul
Meeting the Challenge of Language Diversity. An Evaluation of California Programs for Pupils with Limited Proficiency in English.
PUB DATE- Feb 92
NOTE- 6p.; Paper presented at the Annual Meeting of the American

Adult Education for Limited English Proficient Adults: Fact Sheet #3.
PUB DATE- Jan 90
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adult Basic Education; Course Content; English (Second Language); Financial Support; Language Teachers; *Limited English Speaking; *Literacy Education; *State Government; *Student Characteristics; *Teacher Characteristics

Adult education programs serve people 16 and older who have not finished high school. Individuals of limited English proficiency (LEP) generally participate in English-as-a-Second-Language (ESL) programs before enrolling in the regular adult education program. Federal law defines LEP students as having a native language or home or community language other than English. ESL teachers are most likely to be females working part time. Some have no training in teaching adults nor in teaching a second language. In some states, instruction is by trained volunteers. Instruction may be offered in the native language or English at several proficiency levels. A variety of instructional approaches are used. Language skills are taught most commonly, but other related skills may be taught. Instruction takes place in a variety of settings, but most often in public schools and community colleges. Most programs for adults are supported by federal, state, and local funds. The number of LEP adults served by ESL programs is increasing, and the trend is likely to continue. State concerns include the following: adequately trained staff, curriculum development, and appropriate student assessment. (MSE)

ED 347 858 FL 800 470

Rado, Marta; Foster, Lois
Realising Adult Bilingual Literacy: What Is Required?
PUB DATE- Oct 91
NOTE- 20p.; Paper presented at the Annual Conference of the Applied Linguistics Association of Australia (Townsville, Queensland, Australia, September 29-October 2, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Literacy; Adult Students; Applied Linguistics; *Attitude Change; *Bilingualism; *Community Involvement; Educational Change; Foreign Countries; Limited English Speaking; Parents as Teachers; Public Policy; Teacher Attitudes; Volunteers
IDENTIFIERS- *Australia

Given the fact that adult citizens of non-English speaking background (NESB) in Australia are actual or potential bilinguals, this paper argues that developing or enhancing those bilingual literacy skills is beneficial to both individuals and Australian society as a whole. The viewpoint is based on a research project with NESB women. Barriers to achieving bilingual literacy are numerous, including teacher attitudes towards using literacy resources in the community at large and in the family. Examples of important factors are the adult ability to learn in independent groups and the inclination of adults to teach their children and others. Additional potential resources are professionals and paraprofessionals such as librarians, bilingual community workers, and other literate volunteer workers, including has also allowed lenders to evaluate the loan independently of other lending activities. In particular the assessment found that the ED model accurately determines lending profitability for this program, that it depends on a number of assumptions, that the appropriate discount rate is the lender's cost of capital adjusted for the relative riskiness of student loans compared to other types of lending, that assumptions used in ED's analysis erred on the side of understating lender profitability, that student loans could help insulate financial institutions from economic downturn, and that the analysis probably does not fully account for the relatively low level of liquidity and interest rate risk faced by lending institutions. Includes one table and five references. (JB)

ED 347 877 HE 025 640

Hartman, Hope; And Others
Self Concept and Metacognition in Ethnic Minorities.
PUB DATE- Aug 91
NOTE- 23p.; Paper presented at the Annual Meeting of the American Psychological Association (San Francisco, CA, August 20-24, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Asian Americans; Black Students; *College Freshmen; Cultural Differences; English; *Ethnicity; Higher Education; Hispanic Americans; Mathematics; *Metacognition; *Minority Groups; Sciences; *Self Concept; Sex Differences; Social Studies; Urban Universities; Whites
IDENTIFIERS- Self Concept of Ability Scale (Brookover)

A study investigated the relationships between academic self-concepts, metacognitive problem solving, and ethnicity in entering college freshmen minority men and women. The study hypothesized, first, a positive relationship between metacognitive problem solving skills and academic self-concepts, and second that there would be ethnic differences between self-concepts and metacognition and the relationships between them. A sample of 214 urban university students (42 percent Black, 31 percent Hispanic, 18 percent Asian and 2 percent White). Students responded to several research instruments including: (1) a 42-item Likert scale assessing the types of and frequencies of metacognitive thinking; (2) an eight item instrument assessing students' general academic self-concept; and (3) an instrument assessing self-concept in mathematics, English, science and social studies. The results indicated that despite variability due to ethnicity and gender, there was a moderately positive relationship between students' self-reports of their metacognitive activities and their self-concepts. The strongest relationships were between general self-concept and subject-specific self-concepts. Ethnicity results showed that Asians had the strongest intercorrelations of metacognition and general self-concept. Included are three tables, 2 figures, and 16 references. (JB)

ED 347 878 HE 025 641

Gadzella, Bernadette M.; And Others
Differences among Student Groups on Criteria of an Ideal Student.
PUB DATE- 17 Apr 92
NOTE- 14p.; Paper presented at the Annual Meeting of the Southwestern Psychological Association (Austin, TX, April 17, 1992).

technology; consumer empowerment; and an increasing role of values in shaping health care. Major strategies for change in health professional education recommended are: (1) schools should redefine their educational core; (2) schools should restructure for the tasks ahead; (3) universities should foster innovation; (4) health professional associations should facilitate professional redefinition; (5) government should support change in health professional education; and (6) the public should participate in redefining health care and the role of professionals. Appendices (comprising 80 percent of the report) include a report on health care issues and trends and the activities of The Pew Health Professions Commission. (DB)

ED 347 897 HE 025 660

Davis, Alan H.; Daugherty, Michael S.
A Framework for Residence Hall Community Development.
PUB DATE- 92
NOTE- 16p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Housing; Community Development; Cooperation; *Dormitories; *Group Experience; Higher Education; *Human Relations; Persuasive Discourse; Resident Advisers; Resident Assistants; Residential Colleges; *Residential Programs; *Student Behavior

This paper addresses the issue of improving student retention and quality of life on campus through the application of principles expressed by Sabre (1980) involving community development. Sabre's ethical principle of nurturing the capacity for mutual persuasion is discussed as a central vision and purpose for organizing and guiding community development in residence hall settings. The capacity for mutual persuasion is considered in terms of its effects on shaping student orientations to knowledge, people, and institutions. In essence, this principle provides a basis for balancing what are frequently regarded as mutually exclusive concepts, such as optimism and skepticism, individuality and mutuality, justice and compassion. It is noted that, as difficult as it may sometimes be to promote, compromise and plurality are necessary qualities of a healthy community. It is recommended that residence life professionals consider nurturance of the capacity for mutual persuasion as a central guiding vision and purpose in developing community in higher education. (GLR)

ED 347 898 HE 025 661

Kaneko, Motohisa
Higher Education and Employment in Japan: Trends and Issues. RIHE International Publication Series No. 5.
PUB DATE- Mar 92
NOTE- 147p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Corporate Education; Educational Change; Educational Planning; *Education Work Relationship; Employment Opportunities; Enrollment; Foreign Countries; *Higher Education; *Labor Market; *Labor Needs; Postsecondary Education; *Relevance (Education); Salaries; Supply and Demand;

and Final Qualifications in the European Community:
Multilateral and Bilateral Conventions, Unilateral Decisions.
PUB DATE- 91
NOTE- 64p.; For a short guide for universities, see HE 025 680.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Academic Records; Academic Standards; Admission Criteria; College Admission; Credits; Degrees (Academic); Foreign Countries; Higher Education; *International Cooperation; *International Educational Exchange; *Recognition (Achievement); School Orientation; Student Exchange Programs; Student Mobility; *Transfer Policy; Transfer Students
IDENTIFIERS- *Europe

This publication provides an overview of the multilateral conventions, bilateral conventions, and unilateral decisions on the recognition of higher education entrance, intermediate, and final qualifications which are in force in Economic Community Member States. The material collected originates mainly from three sources: (1) the study "Academic Recognition of Diplomas in the European Community, Present State and Prospects" by Edwin H. Cox; (2) material collected by the Education Information Network in the European Community (EURYDICE), European Unit, in 1981; and (3) information collected by the European Community Action Scheme for the Mobility of University Students (ERASMUS) Bureau from the National Academic Recognition Information Centres (NARICs). Appendices (comprising nearly half the document) include the European Convention on the Equivalence of Diplomas Leading to Admission to Universities; the Convention on the Recognition of Studies, Diplomas, and Degrees Concerning Higher Education in the States Belonging to the Europe Region; the Agreement between the Government of the French Republic and the Government of the German Federal Republic Concerning Exemptions from Classes, Examinations, and Diplomas for Admittance to Higher Education in Science, Arts Subjects, and Humanities in Each Other's Country; and an extract from a Cultural Agreement Between the Grand-Duchy of Luxemburg and the Republic of France. (GLR)

ED 347 917 HE 025 680

Short Guide for Universities in the European Community Which Would Like To Prepare Thoroughly a New Student Mobility Programme Within the Framework of ERASMUS.
PUB DATE- 91
NOTE- 12p.; For a related document, see HE 025 679.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Records; Academic Standards; Admission Criteria; Credits; Financial Support; Foreign Countries; Higher Education; International Cooperation; *International Educational Exchange; *Program Development; Recognition (Achievement); School Orientation; Student Exchange Programs; Student Financial Aid; *Student Mobility; *Transfer Policy; Transfer Students
IDENTIFIERS- *ERASMUS Programme; *Europe

This guide examines issues that should be taken into consideration by European universities when setting up an inter-university cooperation program for the first time. It contains

*Black Students; *Career Choice; College Freshmen; College Students; Comparative Analysis; Females; Goal Orientation; Higher Education; Longitudinal Studies; Multivariate Analysis; Racial Differences; Sex Differences; *Student Educational Objectives; *White Students; *Womens Studies

This paper presents a study that investigated the significant differences between black (n=157) and white (n=1,307) women's aspirations relative to their participation in Women's Studies. The status of women students' career and educational aspirations was assessed upon college entry and again 4 years later. Students were asked to report: (1) the highest formal academic degree they plan to acquire; and (2) their top career choice from a list of 44 career and occupational fields. It was found that participation in Women's Studies coursework significantly impacted occupational prestige aspirations differentially by race. Multivariate analyses for the career prestige measure indicated that there is a strong interaction effect for career prestige by race and by participation in Women's Studies Coursework; black women participants made substantial gains over other groups in the study, while the occupational aspirations of black non-participants declined. White women participants entered college with higher prestige aspirations than white non-participants. There was no significant difference in aspirational decline over college between participants and non-participants. Contains 32 references. (GLR)

ED 347 936 HE 025 699

Bayley, Linda J.

Changing Aspirations: An Analysis of College Student Status Aspirations.

PUB DATE- 20 Apr 92

NOTE- 27p.; For a related document, see HE 025 698.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - General (140)

DESCRIPTORS- Academic Achievement; Achievement Need; *Aspiration; *Black Students; *Career Choice; College Freshmen; College Students; Comparative Analysis; Females; Goal Orientation; Higher Education; Longitudinal Studies; Males; Multivariate Analysis; Racial Differences; Sex Differences; *Student Educational Objectives; *White Students

This study compared the relative prestige career choices of college men and women and described the differences between black and white men's and women's occupational aspirations. Students' career aspirations were assessed upon college entry and 4-5 years later. Students were asked to report their top career choice from a list of 44 career and occupational fields. Longitudinal changes (1969-74, 1979-80 to 1983-84, and 1985-89) in the aspirations of individual students (freshman to senior changes) were assessed using a series of repeated measures by multivariate analysis of variance. The data used in this study were collected as part of the Cooperative Institutional Research Project (CIRP). Each annual survey involves some 250,000-300,000 students, representing the entering freshman classes at some 500-600 higher education institutions. The study found that students lowered their career aspirations between entry and exit from college. In addition, it was found that white women, generally, enter college with lower career prestige aspirations than white men, black men, or black women; and their performance during college remained lower than that of other groups. Black women, over the past 20 years, were found to have increased their aspirations, while white women

Leadership is essential to an institution's sensitivity to values in higher education. The learning community can also bring out the best in faculty and resolve several of the tensions faculty face in their careers, especially conflicts between research and teaching. Finally, the learning community provides direction to students and anchors their collegiate experience in the intellectual life. Contains approximately 300 references and an index. (GLR)

ED 347 956 HE 025 846

Greenberg, Arthur R.
High School-College Partnerships: Conceptual Models, Programs, and Issues. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 92
NOTE- 4p.; For the full-length report, see ED 343 546.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Achievement; Articulation (Education); College Preparation; *College School Cooperation; *Educational Cooperation; Enrollment; Higher Education; High Schools; Models; Program Descriptions; *Program Development; Secondary School Teachers; Teacher Improvement
IDENTIFIERS- *ERIC Digests

This brief report summarizes a monograph of the same title. Evidence of increasing interest in high school-college partnerships is presented. Among the reasons cited for renewed interest are: changing student population, students' frequent lack of skills preparedness, and the awareness of a need for new models of inservice staff development for high school teachers. It is further noted that although some differences still exist between high school and college cultures, these differences can be overcome through appropriate planning and sensitivity to divergent, as well as congruent, institutional goals and cultures. Examples of forms that partnerships take include concurrent-enrollment models; enrichment, compensatory, and motivational designs; teacher-to-teacher education; mentoring/tutoring models; and school improvement and restructuring efforts. The five key recommendations for developing high school-college partnerships listed are: (1) identify the student population and program goals; (2) contact local high schools and school districts; (3) determine costs; (4) develop community support; and (5) evaluate for program improvement. It is suggested that there is need for more research in three major areas: descriptive; procedural analysis; and outcomes analysis. (GLR)

ED 347 957 HE 025 847

Toombs, William; Tierney, William
Meeting the Mandate: Renewing the College and Departmental Curriculum. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 92
NOTE- 4p.; For the full-length report, see ED 345 603.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

students (control group), and demonstration with hands-on experience and practice in class (experimental group). The content covered and the laboratory assignments--creation of two spreadsheets--were the same and the time on task approximately equal. While statistical analyses showed no significant differences on the measures in the eight research hypotheses, analyses of journal entries showed more positive and fewer negative journal entries by students in the experimental group than in the control group. The experimental subjects also reported a decreased number of negative feelings, whereas the control subjects reported an increased number of negative feelings. It is suggested that, although the two treatments over a short period of time may not make very much difference in the anxiety, confidence, and performance of young, relatively motivated learners, if other affective concerns such as attitudes are important factors, then hands-on computer instruction is preferred. (56 references) (BBM)

ED 347 975 IR 015 712

Braden, Roberts A.
Formative Evaluation: A Revised Descriptive Theory and a Prescriptive Model.
PUB DATE- Feb 92
NOTE- 18p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology and Sponsored by the Research and Theory Division; see IR 015 706.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Formative Evaluation; *Instructional Design; Instructional Development; Material Development; *Models
IDENTIFIERS- *Instructional Systems Design

The premise is advanced that a major weakness of the everyday generic instructional systems design model stems from a too modest traditional conception of the purpose and potential of formative evaluation. In the typical ISD (instructional systems design) model formative evaluation is shown not at all or as a single, product evaluation step. Yet in practice, formative process evaluation is also widely accepted as desirable and is more pervasive than the models would indicate because it is done informally. A broader theory of product-plus-process formative evaluation for instructional design is offered. The critical factors of this descriptive theory focus upon the desirability and viability of introducing formative evaluation techniques at the very beginning of the ISD process rather than at the end. A revised purpose of formative evaluation is theorized which envisions an ISD system that provides process feedback as well as product feedback, thus enabling the system to become truly self correcting. In the theoretical structure posited, the output of any observable or definable step in the ISD process is a deliverable. Furthermore, the case is stated that not only are all of these deliverables things that can be evaluated, but also that a system of evaluation which calls for all deliverables to be evaluated is parsimonious of effort in the long run and serves as a systemic quality control program. The term introduced here to mean evaluating all project deliverables as they are completed, is front-to-back formative evaluation. To illustrate the applicability of the proposed concept as a prescriptive theory, a graphic linear ISD model is presented which is an elaboration of the widely used Dick &

seeking, attitude toward change, attitude toward risk, aspirations, and attitude toward fatalism; the questionnaire used in the study elicited such information from the subjects as well as their initial and current perceptions of the EEE in five categories: relative advantage, compatibility, triability, complexity, and observability. It was found that, in general, the characteristics of early adopters were in agreement with the Adoption/Diffusion Theory of Rogers; the subjects' current perceptions of the system were higher than their initial perceptions; and the message content and persons with whom subjects communicated were similar and suggested that the system was being used for professional development purposes. A discussion of the educational implications of these findings concludes the paper. (5 references) (BBM)

ED 347 992 IR 015 729

Harris, Bruce R.
The Effects of Integrating a Learning Strategy into CBI.
PUB DATE- Feb 92
NOTE- 12p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology and Sponsored by the Research and Theory Division; see IR 015 706.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Computer Assisted Instruction; Feedback; Higher Education; Hypothesis Testing; *Instructional Design; *Instructional Effectiveness; *Interactive Video; *Intermode Differences; *Learning Strategies; Multiple Choice Tests; Pretests Posttests; Programed Instruction; Recall (Psychology); Time on Task

The primary purpose of this study was to examine the effects of replacing multiple-choice questions in tutorial software practice interactions with a learning strategy (i.e., learner-generated summaries) on immediate recall. Subjects were 35 students--32 females and 3 males--from an undergraduate computer course in the College of Education at Brigham Young University (Utah). The intervention for all treatment groups consisted of an interactive videodisk in developmental biology which had been developed using the traditional approach of instructional segment followed by multiple choice questions. Students were randomly assigned to three treatment groups and a pretest was administered. Students in Group 1 then answered multiple-choice questions after each of four instructional modules. In Group 2, students were asked to generate a written summary, which they typed in their own words on the computer, about the information presented in the module. Students in Group 3 were also asked to write a summary of the material just presented to them; however, after they wrote their summaries, they were provided feedback in the form of a system-generated summary of all of the main points in the module and told to compare the system-generated summary with their own. A posttest was administered and students were interviewed to determine whether they had used self-initiated learning strategies in addition to those designed in the interventions. It was found that replacing multiple-choice questions with learner-generated summaries not only did not facilitate immediate recall of the information presented, but reduced the efficiency of the learning process, since students who generated their own summaries took significantly longer to complete the instruction. (33 references) (BBM) hypermedia instructional program, and an achievement test was administered, as well as a survey of their attitudes toward the instruction and the hypermedia system. The experiment was a posttest-only control group design. The results of the study indicated that achievement test scores, time on task, and selection frequency in viewing embedded information were affected by the interaction of learning style and instructional strategy for neutral-learning subjects. Those who received the advisory version performed better, spent more time on task, and chose to view more information than neutral-learning subjects using the nonadvisory version. Passive-learning subjects who received the advisory version scored significantly higher on their achievement test than passive-learning subjects who had the nonadvisory version. The results of comparisons between active-learning and passive-learning subjects found that active learners spent significantly more time on task; chose to view embedded information significantly more often than passive learners; and tended to score higher on the achievement test. (BBM)

ED 348 009 IR 015 746

Lemke, Randal A.; And Others
Advancing Distance Education Programs with Ordinary Technologies.
PUB DATE- Feb 92
NOTE- 8p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology and Sponsored by the Research and Theory Division; see IR 015 706.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Community Colleges; *Costs; Delivery Systems; *Distance Education; Educational Technology; *Electronic Mail; Information Technology; *Teleconferencing; Two Year Colleges; *Videotape Recordings
IDENTIFIERS- *Northern Virginia Community College

This paper begins by arguing that access to education for those who do not attend classes on campus can be a question of their access to technology, i.e., the higher (or more exotic) the technology, the fewer the students who have means to use it. Almost universal access via the postal service is discussed in terms of speed, as compared with two-way live audio and video television communication with facsimile or computer file transfer for written work. A move to use existing and less expensive technologies is advocated as a parallel to innovation in the use of the newest technologies by distance education units. An example of such a parallel communication plan is provided by a description of the use of low-cost technology by the Extended Learning Institute (ELI) of Northern Virginia Community College, which currently uses cable and broadcast television, audio conferencing, fax, a compressed video network connecting its five campuses, telephone, and voice mail to communicate with students on administrative and instructional issues. This paper focuses on four technologies: computer conferencing, voice mail, audio conferencing, and locally-produced video. A brief review of each technology and its advantages and disadvantages precedes a description and discussion of its use at ELI. It is concluded that the use of these ordinary, relatively low-cost, and readily accessible technologies can speed the rate of communication, increase its

Smith, Eric E.; Shen, Chung-wei
The Effects of Knowledge of Results Feedback of Captioning on Listening Comprehension of English as a Second Language in Interactive Videodisc Systems.
PUB DATE- Feb 92
NOTE- 26p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology and Sponsored by the Research and Theory Division; see IR 015 706.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Captions; College Freshmen; *Computer Assisted Instruction; *English (Second Language); *Feedback; Foreign Countries; Higher Education; *Interactive Video; *Listening Comprehension; Microcomputers; Reading Ability; Tables (Data)
IDENTIFIERS- *Captioned Media; *National Taiwan Normal University; Test of English as a Foreign Language

This study investigated the effects of English captioning used as knowledge of results feedback during English listening comprehension practice for Taiwanese students. A total of 72 college freshmen at National Taiwan Normal University--36 with above average and 36 with below average English reading proficiency--participated in the study, using an interactive videodisc program 1 hour every 2 weeks over 10 weeks. Two versions of the program, one with captioning and one without, were used. The effects on listening comprehension were measured by both a treatment content-specific listening comprehension test and the listening comprehension sub-test of the Test of English as a Foreign Language (TOEFL). The results indicated that subjects in the captioning treatment had a significantly higher score on the treatment content-specific listening comprehension test. There was no significant difference between the groups on the TOEFL listening comprehension test which measures general comprehension skills. In addition, English reading ability had a significant impact on listening comprehension performance, with the subjects in the above average group performing better than those in the below average group. These results suggest that using captioning for specific content will improve learner comprehension within that content. (58 references) (Author/MES)

ED 348 027 IR 015 764

Stephens, Robert E.
Faculty Development and Instructional Technology in Selected Colleges and Universities.
PUB DATE- Feb 92
NOTE- 11p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology and Sponsored by the Research and Theory Division; see IR 015 706.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Technology; *Faculty Development; Higher Education; *Instructional Design; Microcomputers; Planning;

Governor's Conference on Library and Information Services, 1990:
A Report to the People of Pennsylvania (Harrisburg,
Pennsylvania, September 13-15, 1990).
PUB DATE- 91
NOTE- 25p.; Some photographs may not reproduce well. For a
related report, see ED 338 236.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports -
Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Awards; Conferences; Information Services; *Library
Services; Planning; Public Libraries; State Programs
IDENTIFIERS- *Governors Conference Library Info Services;
*Pennsylvania

This report describes the 1990 Pennsylvania Governor's Conference on Library and Information Services, which was held in September 1990 prior to the 1991 White House Conference on Library and Information Services. The report includes brief descriptions of the planning process, the governor's regional forums, the selection of delegates, and various sessions at the conference, including photographs of the conference speakers and brief highlights from their presentations. The report also provides a list of the White House Conference Delegates by region and category, a summary of the 31 resolutions adopted by the delegates to the conference, the names of the corporate sponsors of conference events, the titles of the conference exhibits, the names of committee and subcommittee members, and the names of recipients of awards presented at the conference. A list of related publications concludes the report. (MAB)

ED 348 046 IR 053 825

Governor's Forums on Library and Information Services.
PUB DATE- May 90
NOTE- 25p.; For a related report, see ED 338 236.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General
(020),Guides/Methods/Techniques (For Practitioners) - General
(050),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; *Democracy; Elementary Secondary
Education; Higher Education; Learning Resources Centers;
*Library Facilities; Library Materials; Library Networks;
Library Personnel; *Library Services; *Literacy; Productivity;
Public Libraries; School Libraries; Special Libraries; User
Needs (Information)
IDENTIFIERS- *Governors Conference Library Info Services;
*Pennsylvania

Prepared for distribution to participants in the Pennsylvania Governor's Forums on Library and Information Services, this booklet contains the following items: letters of welcome from Governor Robert Casey and Barbara Bruno, Chair of the Steering Committee; an agenda; and descriptions of Pennsylvania's libraries, its statewide library service, and the names of library networks in Pennsylvania. Summaries of six conference papers and lists of related discussion issues are also provided: (1) "Building Library Resources for a Free Society" (Virginia M. Crowe) (2) "Creating a Literate Society Using Library Resources" (Kathryn Stephanoff); (3) "Increasing Productivity Through Information Technology" (Toni Carbo Bearman); (4) "Pennsylvania Citizens: Their Needs and Expectations" (Bernard Vavrek); (5) "Pennsylvania's Libraries: The Problems and Promises. Facilities, Materials, Personnel" (H. E. Broadbent III and Virginia Crowe); and (6) also be new concepts, under consideration, or awaiting approval, for admission to the ERIC Thesaurus; the IAL lists all current Identifiers and serves as a companion volume or supplement to the Thesaurus. An initial discussion distinguishes Identifier editing procedures between the ERIC database's two subfiles, RIE and CIJE, and differentiates the roles of the ERIC Clearinghouses and the ERIC Facility in IAL maintenance. The next section presents general guidelines/rules applying to all Identifiers (e.g., capitalization, punctuation, length, word form). This is followed by detailed instructions relating to each of twenty specific Identifier categories: Conferences/Meetings; Curriculum Areas; Equipment (including Computers and Software); Facilities; Geographic Locations; Groups (Ethnic); Groups (Occupations); Groups (Other); Health-Related (including Psychology); Historical/Special Events; Languages/Linguistics; Laws/Legislation; Methods/Theories; Miscellaneous; Organizations/Institutions; Personal Names; Projects/Programs; Science and Technology; Tests/Testing; Titles (Literary and Artistic). (JH)

ED 348 065 IR 054 286

Weller, Carolyn R., Ed.
Data Entry. ERIC Processing Manual, Section IX.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 62p.; Loose-leaf, updated continuously. Section 9 of the ERIC Processing Manual (IR 054 276).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - General (130)
DESCRIPTORS- *Databases; Documentation; *Keyboarding (Data Entry)
IDENTIFIERS- *Data Entry; *ERIC

Documents and journal articles acquired by the ERIC Clearinghouses are processed (cataloged, indexed, abstracted/annotated) for retrieval and use by the educational community. The bibliographic data resulting from this processing are provided by the ERIC Clearinghouses on a regular basis to the ERIC Processing and Reference Facility. The ERIC database is comprised of two regular bibliographic files containing records for the documents and journal articles--ED File, ERIC Documents announced in Resources in Education (RIE) and EJ File, ERIC Journal Articles announced in Current Index to Journals in Education (CIJE) and a third more recent and smaller file containing the full-text of brief, highly concentrated ERIC called Digests--ERIC Digests Online (full-text records of ERIC Digests). This manual describes the data entry procedures for these files. In addition, the procedures used for preparing data for an internal computerized file listing abbreviated titles of all incoming documents are also described. (CRW)

ED 348 066 IR 054 287

Brandhorst, Ted, Ed.
Database Changes (Post-Publication). ERIC Processing Manual, Section X.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92

PUB DATE- Jul 90
NOTE- 38p.; Prepared by the MiraCosta College Ad Hoc Committee on Collegial Governance.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Role; Board Administrator Relationship; *College Governing Councils; Community Colleges; Faculty College Relationship; *Governance; Governing Boards; Models; *Participative Decision Making; Position Papers; *State Legislation; State Standards; *Teacher Role; Two Year Colleges
IDENTIFIERS- *Assembly Bill 1725 (California 1989); MiraCosta College CA

The MiraCosta College Academic Senate Ad Hoc Committee on Collegial Governance drafted this statement in order to provide a description of the college's governance structure, to address the added responsibilities for faculty as set forth by California's Assembly Bill (AB) 1725, and to make recommendations for the improvement of governance at the college. Following introductory comments on the AB mandate, the responsibilities inherent in the collegial governance structure are discussed. Next, the distinct features and powers of Mira Costa College's Academic Senate (AS) are outlined (e.g., it consists of certificated personnel, both administrators and faculty; and it discharges the functions normally executed by an exclusive bargaining agent, due to the fact that the faculty have not adopted collective bargaining procedures). Legal definitions of faculty, academic senates, and the powers of senates are then provided to allow for comparisons with the college's model. Following a review of the new governance structure mandated by AB 1725, a discussion of the role of MiraCosta's Senate and its executive body, the Academic Senate Council, and of the unique role of administrators in the Senate is provided. Next, four recommendations for improving the AS by encouraging more activity and participation are presented. The college's strategies for conflict resolution, and four factors affecting successful shared governance are then summarized. Finally, five recommendations for improving Senate relations with the governing board, and with the superintendent/president are offered. Appendixes provide relevant excerpts from AB 1725 and from official MiraCosta College documents. (MPH)

ED 348 083 JC 920 347

Barchi, Patricia H.
Development of a Placement Guide for Noncredit Remedial Courses Offered at Mercer County Community College.
PUB DATE- May 92
NOTE- 50p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Admissions Counseling; Community Colleges; Educational Counseling; Educationally Disadvantaged; English (Second Language); High School Equivalency Programs; Literacy Education; Literature Reviews; *Material Development; *Noncredit Courses; Program Guides; *Remedial Programs; *Student Placement; Two Year Colleges
IDENTIFIERS- *Mercer County Community College NJ

In 1992, a study was conducted at the James Kerney Campus (JKC) of Mercer County Community College in New Jersey to develop a placement guide for noncredit remedial courses. Although the majority of students attending JKC required academic skill

ENG 321 were targeted, and 23 (39%) agreed to be interviewed. Where applicable, study results were compared to a group of unsuccessful or "withdrawing" students. Highlighted findings included the following: (1) 45% of the successful students worked 40 hours per week, compared to 84% of the withdrawing students; (2) 43% of the successful students spent some time studying with others, compared to 11% of the withdrawing students; (3) 57% of the successful students had a degree or certificate as a goal, compared to 46% of the withdrawing students; (4) 75% of the successful students took less than 30 minutes to commute to campus, compared to 69% of the withdrawing students; (5) 69% of the successful students mentioned "friendly students" as helpful or enjoyable in the class, while only 40% of the withdrawing students cited this factor; (6) 63% of the successful students indicated that "the instructor was interested in me," compared to 51% of the withdrawing students; (7) 56% of the successful students indicated that "staff was interested in me," compared to 40% of the withdrawing students; and (8) 82% of the successful students planned to return to SJCC the next semester, compared to 87% of the withdrawing students. Tabulated survey responses for all interview questions, and the survey instrument are provided. (PAA)

ED 348 099 JC 920 395

Budros, Kathleen; Kangas, Jon
Success, Competency, and Persistence of New College Students in Math 310 at SJCC by Method of Instruction, Fall 1990. Research Report #126.
PUB DATE- Feb 92
NOTE- 15p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; *Achievement Gains; Arithmetic; Community Colleges; Comparative Analysis; Conventional Instruction; Learning Laboratories; Mathematics Achievement; *Mathematics Instruction; Mathematics Skills; *Remedial Mathematics; Skill Centers; Student Characteristics; *Teaching Methods; Two Year Colleges; Two Year College Students
IDENTIFIERS- *San Jose City College CA

A study was conducted at San Jose City College (SJCC) to determine whether method of instruction in Math 310 (Arithmetic) affected new college students' rates of success, first-semester competency, and persistence. The three instructional approaches used in Math 310 were a traditional three-unit classroom (CL); a structured math lab offering variable units at a fixed time with one full-time instructor (SL); and a multi-subject, learning center-based approach offering variable units by arrangement (LSC). Study participants included 163 new students starting at SJCC in fall 1990. Of these students, 78% were under 30 years of age; 39% were White, 33% Hispanic, 15% Black, and 9% Asian; and 55% were female. Study findings included the following: (1) 72 (44%) of the 163 students enrolled in Math 310 in fall 1990 achieved a level of competence their first semester that would allow them to progress to beginning algebra; (2) 72 (44%) of the Math 310 students persisted to the second semester; (3) CL students reached competency at a higher rate (64%) than SL students (46%) or LSC students (28%), though SL persisted at a higher rate (55%) than both LSC (38%) and CL students (31%); (4) 64% of the CL students were successful versus 92% of the SL students; and (5) 74% of the LSC students were successful,

NOTE- 12p.; Description of a workshop conducted at the Annual Conference of the Association of Canadian Community Colleges (Montreal, Quebec, Canada, May 24-27, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Persistence; *Classroom Techniques; Community Colleges; Experiential Learning; Females; *Feminism; Foreign Countries; Free Writing; Learning Theories; *Science Instruction; *Science Teachers; Self Disclosure (Individuals); Teacher Improvement; *Teacher Student Relationship; *Teacher Workshops; Two Year Colleges
IDENTIFIERS- *Feminist Pedagogy

While women's representation in math and the physical sciences has improved over the past decade, it will be 20 years before women achieve equal representation at the bachelor's level in these fields. In a series of interviews conducted with students in college-level science programs in Montreal (Canada) community colleges, the majority of female students saw science education as a way of keeping their options open and did not appear committed to a life in the sciences. Despite the higher drop rate for women in science programs, there are no significant differences in achievement levels between men and women. In an effort to alter the attitudes which might influence women's persistence in the sciences, a project was undertaken to develop and implement a feminist pedagogical practice more conducive to women's learning. A teacher workshop was conducted to afford participants the opportunity to consider the significance of gender differences in the teaching of science at the college level, and to experience first hand a number of feminist pedagogical strategies. One important behavior encouraged of teachers was the practice of self-disclosure, by which teachers reveal themselves as people to their students and thereby make personal experiences pedagogically relevant. Another strategy emphasized in the workshop was the integration of informal writing in the science classes as a means of providing female students with access to the teacher, a place in the learning discourse, and an opportunity to develop confidence. A third strategy involved the establishment of permanent peer support partnerships of the student's own choice for work and study inside and outside the classroom. Such partnerships can encourage female discourse and disclosure with peers. Preliminary findings from a study of community college physics classrooms taught by teachers who completed the workshops on feminist pedagogical strategies revealed a consistent pattern of reduced anxiety, improved relationships between students and teachers, and increased enjoyment of the subject among both men and women. (PAA)

ED 348 117 JC 920 418

Extending the Concept and Practice of Classroom Based Research to California Community Colleges. Final Report.
SPONS. AGENCY- California Community Coll. Fund for Instructional Improvement.
PUB DATE- Jan 92
NOTE- 226p.; Cover title: Consortium Project Extending the Concept and Practice of Classroom Research Report, with American River College, Cosumnes River College, San Joaquin Delta College, Solano College, Yuba College. For related documents, see ED 324 063-064, and ED 324 066. Final report prepared by Kirk Wiecking, Gene Sellers, and Donna Milanovich.
LANGUAGE- English

DESCRIPTORS- *Child Health; Eligibility; Enrollment; Federal Legislation; *Federal Programs; Program Evaluation; *Program Improvement
IDENTIFIERS- *Medicaid; Reimbursement Programs

This study documents gaps in the way in which Medicaid meets its responsibilities to provide access to health care for children and offers recommendations on what should be done about the gaps. Major findings of the study are presented in a section on problems of eligibility, benefits, and reimbursement. Findings indicate that due to the inadequacies of Medicaid eligibility, almost half of all poor children do not have Medicaid and are in danger of falling through the Medicaid safety net. Many eligible children do not receive benefits to which they are entitled because the application process is too difficult to complete. Providers, such as children's hospitals, have incurred large financial losses and face difficulties in providing access to all children and in meeting their health care needs. It is concluded that the Medicaid safety net is in need of major repair. Recommendations propose the reform of Medicaid eligibility, enrollment, benefits, and reimbursement for children so that equal access to care for all children will be insured. It is expected that the reforms will be phased into the Medicaid program, thus complementing reforms which are needed to enhance the effectiveness of private insurance as the mainstream financing source. (RH)

ED 348 134　　　　PS 019 170

Kagan, Sharon L.
Entitlement in Early Care and Education: A Tale of Two Rights.
PUB DATE- 23 Dec 89
NOTE- 49p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Childrens Rights; Early Childhood Education; *Educational Principles; Equal Education; Federal Government; *Government Role; *Individual Development; *Public Policy; Social Problems
IDENTIFIERS- Economic Equity; *Educational Entitlements; Optimization; *Social Entitlements

This paper addresses the rights of children, families, and society regarding the care and education of young children. The paper addresses two basic questions concerning what is meant by the word "right." The first question is, "What is right for young children and families in order to ensure optimal development?" The response to the question uses several definitions of "right" as a foundation for consideration of notions of what is good, proper, or just; what is in conformity with fact, reason, or some standard of principle; and what is correct in judgment, opinion, or action. The response is meant to integrate knowledge and experience about what is pedagogically and developmentally correct for young children. The second question is, "To what are children rightfully entitled?" This question focuses on what is morally, legally, or ethically proper; what is due to any person by just claim, legal guarantee, or moral principle; and what certifies privilege. It is suggested that a legal view of rights has framed child and family policy in America. The paper offers an alternative conception of rights that embraces legal and psychological dimensions, with the goal of improving the alignment between what is right for children and their rightful entitlements. The paper also discusses the process of ensuring gender lines. Themes running throughout the collection include the reality of cultural diversity in all segments of American culture and the relationship between theory, research, and practice. Another important theme is the teacher's ability to create an environment in which differences are recognized and accepted, while simultaneously providing students with a common set of norms and values that bind students together. A foreword by Geneva Gay, and a preliminary overview by Gary Kiger and Deborah A. Byrnes provide an introduction to the book and to diversity as an educational issue. The book's seven chapters are: (1) "Addressing Race, Ethnicity, and Culture in the Classroom," by Deborah A. Byrnes; (2) "Living with Our Deepest Differences: Religious Diversity in the Classroom," by Charles H. Haynes; (3) "Ability Differences in the Classroom: Teaching and Learning in Inclusive Classrooms," by Mara Sapon-Shevin; (4) "Class Differences: Economic Inequality in the Classroom," by Ellen Davidson and Nancy Schniedewind; (5) "Language Diversity in the Classroom," by Deborah A. Byrnes and Deana Cortez; (6) "Gender Equity in the Classroom," by Beverly Hardcastle Stanford; and (7) "Diversity in the Classroom: A Checklist" by Karen Matsumoto-Grah. (AC)

ED 348 153 PS 020 682

Wengel, Marni
Seating Arrangements: Changing with the Times.
PUB DATE- 5 May 92
NOTE- 57p.; ED15 788 Field Project.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Class Activities; *Class Organization; *Classroom Design; *Classroom Environment; Classroom Furniture; Classroom Observation Techniques; Classroom Research; Elementary Education; Grade 1; Grade 2; Grade 3; Grade 4; Interviews; Student Behavior; *Teacher Attitudes; *Teaching Styles
IDENTIFIERS- *Seating Assignments

A study was conducted at a new elementary school in central Virginia to investigate influences on teachers' choices of seating arrangements and to determine the best seating arrangement to use. Four classroom teachers, each with an average class size of 20 students, volunteered to be observed and interviewed. The teachers taught at different grade levels between 1st and 4th grade, had teaching experience ranging from 5 to 21 years, and used different seating arrangements. The teacher of a combined 1st and 2nd grade class used a horseshoe seating arrangement. The 2nd grade teacher changed her room arrangement frequently, most often using moveable desks placed in rows. Desks were grouped in clusters of four to five by the 3rd grade teacher. The 4th grade teacher used a random design. Interviews with teachers covered such topics as teachers' backgrounds, the type of instruction used, typical classroom activities, and teachers' views on seating arrangements. Classroom observations used a time-sweep approach to measure on-task interactions, individual behavior, and the frequency of students' absences from their seats. Observation results indicated that while some seating arrangements were effective for the particular classroom activities observed, none was as effective as changing seating arrangements to match teaching goals would have been. Results also suggested that there was no best overall seating arrangement and that arrangements should be made in accordance with class needs and teaching styles. Other considerations in room arrangements include room logistics, student personalities, and amounts and types of

Console, Cara M.; Chambliss, Catherine A.
Children's Response to First Dental Visit as a Function of Age.
PUB DATE- 24 Apr 92
NOTE- 16p.; Paper presented at the Annual Research Conference of the Delaware Valley Consortium of Colleges and Universities (5th, April 24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; *Anxiety; *Childhood Attitudes; *Dental Evaluation; *Young Children

This study was designed to identify the age at which children who are between 1 and 8 years old display the least anxiety during their first dental visit. Parents completed a survey that asked for the child's gender, age at first dental visit, and general reaction to the first visit. Children's reactions were classified as resistant, anxious, comfortable, and enjoyable. Results indicated that children who were between 2.5 and 3.5 years of age exhibited less anxiety than children at other ages. A total of 66.6 percent of the children who felt comfortable at the first dental visit, and 79 percent of those who enjoyed the first visit, were between 2.5 and 4 years of age. A total of 85 percent of the children who were anxious at their first dental visit were 5 years old or older. A sample survey for parents is appended. (BC)

ED 348 173 PS 020 792

Traill, Robyn; And Others
A Time for Learning, a Time for Joy. Part 2: The Early Years. A Sourcebook for Grades 3 & 4.
PUB DATE- 92
NOTE- 210p.; For the original sourcebook, see ED 205 273. For the revised edition of Part 1, see ED 314 161.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Environment; *Educational Change; Elementary Education; Foreign Countries; Grade 3; Grade 4; *Integrated Curriculum; Intermediate Grades; Language Arts; Parent Participation; Primary Education; School Community Relationship; Science Instruction; Student Behavior; *Student Development; *Student Evaluation; Teacher Role; *Teacher Student Relationship; Time Management
IDENTIFIERS- *Manitoba

This guide is designed to help teachers respond to the changing needs of children, to changing knowledge about how children learn, and to the stress teachers experience in dealing with children's development. The first section of the guide addresses the topics of: (1) educational changes relating to children, teachers, classrooms, and basic instruction; (2) the process of change from traditional classrooms to classrooms using an integrated approach; and (3) characteristics of third and fourth graders. Various aspects of integrated curricula in science and language are examined in the six chapters of the second section. The third section contains information on long- and short-term curriculum planning; management of the classroom environment and student behavior; the use of community resources; and parent involvement. The fourth section discusses methods of evaluating students, processing data from student

ED 348 191 RC 018 773

Spring, G. J.
Education, Equity, and the Crisis in the Rural Community: An Integrated Framework.
PUB DATE- Feb 92
NOTE- 48p.; In: Cameron, Jim M. R., Ed.; Griffith, Dennis A., Ed. Education, Equity, and the Crisis in the Rural Community. Proceedings of the Rural Education Research Association Conference (Alice Springs, Northern Territory, Australia, February 1992); see RC 018 770.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - General (140)
DESCRIPTORS- Case Studies; *Communications; *Delivery Systems; *Educational Cooperation; Educationally Disadvantaged; Elementary Secondary Education; *Equal Education; Foreign Countries; Government School Relationship; Higher Education; Rural Areas; *Rural Education; Rural Schools; School Community Relationship
IDENTIFIERS- *Australia; Partnerships in Education

This paper demonstrates how jointly planned activities can provide an integrated system in bridging the quality gap between urban and rural education in Australia. A national communications policy and delivery system would provide a cost-effective way of improving services to rural areas. Rural schools and colleges can be transformed by developing partnerships between the school and the community. These programs can be implemented through open-access learning centers and community education centers which could meet a full range of relevant local employment, education and training needs in rural communities. This paper provides a case study analysis of recent experiences in Australian education, also drawing on recent experience in the Organization for Economic Cooperation and Development (OECD) countries and from Asian and Pacific Regional case studies. The main areas investigated in the case studies were: (1) collaboration between the national government and states; (2) collaboration across education sectors and between public and private providers; (3) giving the decision-making responsibility to the local level and broadening the base of school/college services to match local needs and priorities; (4) the setting of new national targets for post-compulsory education and training; (5) higher productivity through the use of technology; and (6) and evaluation of cost substitution measures. (LP)

ED 348 192 RC 018 774

Higgins, Andrew
Rural Education and the Beginning Teacher.
PUB DATE- Feb 92
NOTE- 9p.; In: Cameron, Jim M. R., Ed.; Griffith, Dennis A., Ed. Education, Equity, and the Crisis in the Rural Community. Proceedings of the Rural Education Research Association Conference (Alice Springs, Northern Territory, Australia, February 1992); see RC 018 770.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Science Education; Science Instruction; Science Teachers; Sex Differences; Skill Development; Student Attitudes; *Teacher Education; Teaching Methods; Technology
IDENTIFIERS- *Science Education Research

This document contains the abstracts of most of the papers, symposia, and poster sessions presented at the 62nd Annual Conference of the National Association for Research in Science Teaching (NARST). Subject areas addressed include: teacher preparation; science, technology and society; classroom research, elementary science; process skills; curriculum and instruction; misconceptions; achievement; education policy; problem solving; analytical studies; interpretive research; gender differences; attitudes; teacher characteristics; evaluation and assessment; learning; inservice teacher education; science laboratories; and microcomputers. (CW)

ED 348 209 SE 052 021

Niaz, Mansoor
From Galileo To Piaget: How Do We Construct Epistemological Theories?
PUB DATE- 91
NOTE- 15p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Lake Geneva, WI, April 7-10, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cognitive Development; Cognitive Processes; *Cognitive Psychology; Developmental Stages; *Epistemology; *Intellectual Development; Learning Theories; *Piagetian Theory; Theories
IDENTIFIERS- Galileo

This paper helps to clarify the role of empirical evidence in psychological and epistemological theories. Following Galileo's idealization, epistemological theories do not describe the behavior of individuals in the real world. It is only when the "impediments" of the real subjects are gradually removed by experimental manipulation that the real performance of individuals can approximate the competence of the ideal epistemic subject. It is concluded that Galileo's method of idealization has important implications for the construction of the neo-Piagetian epistemological theory. Discussed are Galileo's method of experimental analysis, the role of the epistemic subject in Paiget's genetic epistemology, the relationship between Galileo's ideal laws and Piaget's ideal knower, and the manipulation of the impediment variables. (KR)

ED 348 210 SE 052 022

Tivendale, Bruce D.
Soil Conservation. A Guide to Classroom and Field Activities for Middle Secondary Students. Teacher Manual and Student Manual.
PUB DATE- 83
NOTE- 54p.; Slides, audiocassettes, not available from ERIC.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Conservation (Environment); Depleted Resources; Environmental Education; Field Trips; Foreign Countries; High Schools; *Natural Resources; *Science Activities; Science Education; *Soil Conservation; Soil Science; Water

Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiology; *Auditory Perception; Cognitive Processes; *Dyslexia; *Neurology; Reading Difficulties

Behavioral and electrophysiological processing of sequential tones were investigated in reading delayed (RD) and non-reading delayed (NRD) children matched on intelligence and reading level. NRD children performed consistently better on sequencing of tonal patterns. Middle latency event-related potentials from the RD group indicated reduced latency of the Na waveform generated by the second of two sequential stimuli at short compared to longer inter-stimulus intervals. The latency of this peak was correlated to performance on the sequencing task. These results were interpreted as indicative of a lack of normal inhibition by the RD group of the second sequentially presented tone. (Five references) (Author)

ED 347 769 EC 301 387

McGrew, Kevin S.; And Others
Inclusion of Students with Disabilities in National and State Data Collection Programs. Technical Report 2.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Mar 92
NOTE- 33p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Data Collection; *Disabilities; *Educational Assessment; Educational Change; Educational Policy; *Educational Quality; Elementary Secondary Education; Evaluation Methods; National Surveys; Program Development; State Surveys; *Student Evaluation

This report examines the extent to which individuals with disabilities are involved in national and state data collection programs that play a pivotal role in reform efforts focusing on measurement of educational indicators. Thirty national data collection programs were identified and 9 of the 30 are reviewed. The extent to which students with disabilities are included in state outcomes assessment activities was evaluated through a survey of state directors of special education. The study found that most existing national and state data collection programs exclude large portions of the student population with disabilities. Exclusion appears most prevalent in data collection programs that require students to complete surveys or tests independently. Data collection programs that use third party informants typically exclude few individuals. The use of different exclusion guidelines across data sets can cause problems in comparing results obtained from different data collection programs. The study concludes that the ability to extract useful national and state policy-relevant information on the outcomes of students with disabilities from national and state data collection programs is seriously hampered by the extensive exclusion of portions of this population. Recommendations for improvement are offered. (Twenty-nine references) (JDD)

ED 347 770 EC 301 388

Brockenbrough, Ken
Preparing Personnel for Pluralism.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 26 Aug 91

phonetic representation, rules required to cover the deviating phonetic forms increase. Postulating abstract representations is pointless unless they are well-motivated and have a simplifying effect on grammar. Phonological theory must impose some constraints on underlying representations so unmotivated analyses can be excluded. However, some proposed constraints prohibit certain analyses that are well-motivated on internal grounds. It is argued that the problem of abstractness is unresolved without sufficient external evidence that touches on the validity of internal evidence. Examples are presented that provide evidence for abstract analysis, including: a study of a Polish vocalic phonology; an analysis of vowel harmony in Manchu, a Uralic-Altaic language; and vowel harmony in Yawelmani. The last is a case in which the need for resorting to abstract analysis arises because significant linguistic generalizations can be achieved only by such means. (MSE)

ED 347 789 FL 019 250

The Journal of the Society for Accelerative Learning and Teaching. Volume 15, 1990.
PUB DATE- 90
NOTE- 240p.; For the 1991 journal, see ED 345 584.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Acceleration (Education); Black Education; *Critical Thinking; Elementary Education; Foreign Countries; Higher Education; Mathematics; Music Reading; *Writing Instruction
IDENTIFIERS- *South Africa

Articles in this volume of the Journal of the Society for Accelerative Learning and Teaching (SALT) include the following: "Accelerated Learning Components in Elementary Classrooms"; "Ball-Stick Bird: Teaching with the Story Engram"; "A SALT Pilot Study in College Developmental Mathematics"; "Black Education in South Africa: Issues, Problems and Perspectives"; "Towards the Mountain: Characteristics and Implications of the South African UPTTRAIL Pilot Project"; "Training Music Sight-Reading and Perfect Pitch in Young Children, as a Way To Enhance Their Intelligence"; "On the Inner Relationship between Qigong and SALT"; "The Use of Time Line in Teaching"; "Breaking Down the Walls of the Self-Contained Basic Writing Course"; "An Accelerated Learning Approach To Teaching Critical Analysis"; "8 Stories and Tests"; and "A Positive Look at SALT Techniques in the National Research Council's Enhancing Human Performance." (JL)

ED 347 790 FL 019 434

Kruidenier, Bastian G.; Clement, Richard
The Effect of Context on the Composition and Role of Orientations in Second Language Acquisition.
PUB DATE- 86
NOTE- 145p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Style; Comparative Analysis; Cultural Pluralism; *Educational Environment; English; *Environmental Influences; Foreign Countries; French; Grade 11; High Schools; High School Students; Learning Motivation; Minority Group Influences; Second Language Learning; *Social Influences; Socioeconomic Influences; Spanish; *Student Motivation

Folarin, Antonia Y.
Lexical and Phrasal Phonology of Yoruba Nouns.
PUB DATE- 87
NOTE- 25p.; In: Kansas Working Papers in Linguistics, Volume 12; see FL 020 321.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Contrastive Linguistics; Foreign Countries; *Lexicology; Linguistic Theory; *Nouns; *Phonology; *Phrase Structure; Syntax; Uncommonly Taught Languages; *Yoruba

A detailed analysis of nouns derived from Noun Noun structures in the African language Yoruba is presented. These nouns are categorized into two types: compound and phrasal nouns. Assuming some of the basic principles of lexical phonology, it is argued that compound nouns should be derived in the lexicon, while phrasal nouns are derived in the syntactic component. Previous analyses and their shortcomings are also discussed, and two types of compounding are proposed. Contains 25 references. (Author/LB)

ED 347 815 FL 020 325

Rude, Noel
Some Klamath-Sahaptian Grammatical Correspondences.
PUB DATE- 87
NOTE- 18p.; In: Kansas Working Papers in Linguistics, Volume 12; see FL 020 321.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indian Languages; *Anthropological Linguistics; *Contrastive Linguistics; *Grammar; Linguistic Theory; Morphology (Languages); Nouns; Pronouns; Syntax
IDENTIFIERS- Cognates; *Klamath; *Sahaptin

Evidence is presented that suggests a genetic relationship between the Klamath and Sahaptian languages. The current list of potential Klamath-Sahaptian cognates contains core lexical material sufficient to demonstrate the validity of a genetic relationship, although many details of sound correspondence have yet to be worked out. But it is not only in core lexical materials that Klamath and Sahaptian are related. It is the purpose of this paper to show that these languages also share enough grammatical morphology to make a convincing case by itself. Analysis is presented in the following areas: kinship terms, NP case markings, pronominal morphology, interrogative and relative pronouns, third person referent tracking, verbal morphology, directions, object selection, tense-aspect-modality, morphological causatives, and classificatory prefixes. Contains 20 references. (LB)

ED 347 816 FL 020 326

Shaul, David Leedom
A Note on Hopi Consonant Gradation.
PUB DATE- 87
NOTE- 4p.; In: Kansas Working Papers in Linguistics, Volume 12; see FL 020 321.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Educational Research Association (73rd, San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *English (Second Language); *Instructional Effectiveness; *Limited English Speaking; Program Evaluation; Public Policy; *State Programs; *Statewide Planning; *Student Evaluation
IDENTIFIERS- *California

A 2-year study of California's programs for elementary and secondary school students with limited English proficiency (LEP) found that the state's explosion of LEP students has led to significant classroom innovations. Some elementary schools with large numbers of students from one non-English language have developed bilingual programs allowing students to make the transition to English instruction while keeping abreast of the core curriculum. Researchers selected 15 "exemplary" elementary schools which had implemented one of five program models: bilingual late exit, bilingual early exit, double immersion, sheltered English, and English-as-a-Second-Language (ESL) pull-out. More difficulty was found in covering the curriculum at adequate skill levels in schools with children from many language and cultural groups, but some have developed exemplary approaches, particularly when using the children's native languages as much as possible. However, despite instructional advances, state policy has lagged in establishing a coherent method for assessing the academic progress of students in the different instructional models, with the result that the schools can not be held accountable for LEP students' progress and the effectiveness of the models themselves can not be evaluated. Eight recommendations are offered on the basis of the research team's findings. (MSE)

ED 347 838 FL 020 511

Hadley, Jo Linda
Communicative Functions of the Nurse-Patient Relationship: Observations of Native and Non-Native Nurses in United States Hospitals.
PUB DATE- Aug 91
NOTE- 132p.; M.A. Thesis, Biola University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Communication Skills; *Communicative Competence (Languages); Comparative Analysis; *Helping Relationship; *Job Skills; *Limited English Speaking; Native Speakers; *Nurses

A study compared the nurse-patient communication of native and non-native English-speaking nurses. Examination of the literature on nurse-patient relationships and a brief survey of native nurses yielded an instrument for observation of nurses. Ten nurses were observed for 3 hourse each. Transcripts of the observations of the five non-native speakers were examined to extract 46 communicative functions specific to this context. Transcripts of the observations of the five non-native speakers, together with informal interviews with hospital personnel, disclosed the problems that non-native speaking nurses experience in their nurse-patient relationships. The problems fell into six areas: explaining; commenting; expressing intention; direct questioning; eliciting information; and directing or instructing. Two additional areas of concern that emerged were: (1) some nurses' inability to unemployed or retired citizens. It is suggested that if appropriate mechanisms were in place to use these human resources, they could help extend and strengthen the impact of bilingual literacy programs. Contains 24 references. (Author/LB) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 347 859 FL 800 505

ESL Tutoring Program Bibliography and ESL Tutor Training Manual Abridged.
PUB DATE- Dec 90
NOTE- 44p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *English (Second Language); Instructional Materials; Lesson Plans; *Literacy Education; *Tutors; *Volunteer Training; Whole Language Approach
IDENTIFIERS- Pennsylvania (Cheltenham)

The two documents in this packet both focus on English-as-a-Second-Language (ESL) tutoring in the Cheltenham Township, Pennsylvania, area. The bibliography contains approximately 275 references categorized as follows: integrated texts; language skills (separate sections on grammar, pronunciation, and listening); idioms; reading and writing; dictionaries; GED and TOEFL; language for special purposes; citizenship and government; computer software; videotapes; miscellaneous information; and information specifically for tutors. The entries are undated and there are no annotations. The tutor training manual (abridged edition) was drawn largely from a study guide developed by Lutheran Church Women, Philadelphia. It contains the following sections: Introduction; The lesson; Language Experience Approach; Memory Sight Words and Using the Newspaper (both taken from "Basic Literacy: Tutor Handbook," by the Center for Literacy in Philadelphia); Reading to Children; and Planning Lessons. A basic format for a simple lesson plan is provided. (LB) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 347 860 FL 800 518

REEP Hotels/Chambers Federal Workplace Literacy Project. April 1, 1990-December 31, 1991.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Dec 91
NOTE- 42p.; Some pages in Appendix B will not reproduce well. For a related document, see FL 800 519.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Literacy; Basic Skills; Communication Skills; Curriculum Development; *English (Second Language); Hospitality Occupations; *Hotels; Job Analysis; Job Skills; *Language Skills; School Business Relationship; *Second Language Learning
IDENTIFIERS- National Workplace Literacy Program; Partnerships in Education; Virginia (Alexandria); Virginia (Arlington); *Workplace Literacy

In an expansion of an earlier National Workplace Literacy Program project, this document reports on a workplace literacy model

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *College Students; Grade Point Average; Higher Education; *Individual Characteristics; Sex Differences; *Student Attitudes; Student Development

A study was done of college students' perceptions of the characteristics of the ideal student and the study's findings were compared with earlier research. In particular the study examined differences between student groups of gender, college status and grade point average (GPA). The study surveyed 313 students in psychology and special education classes of whom 95 were male and 217 female (one subject did not report gender). The survey instrument was a questionnaire of proven reliability that used a Likert-type scale to rate characteristics. Findings of the study indicated that there were a number of agreements as to the most and least important criteria of an ideal student among students in different parts of the country over the past 25 years. Students perceive the ideal student as having goals for being in college, thinking and appraising their goals, and coming to classes prepared rather than focusing on social activities and seeking assistance. In addition, significant differences were found for the participation in social life criterion among college status groups: sophomores and juniors rated participation higher than the graduates. Among GPA groups, there was a significant difference on the criterion of an ideal student thinking independently: the highest GPA group rated independent thinking higher than the other two groups. Included are seven tables and six references. (JB)

ED 347 879   HE 025 642

Gadzella, Bernadette M.; And Others
A Comparison of Students' Perceptions of an Ideal Professor.
PUB DATE- 17 Apr 92
NOTE- 16p.; Paper presented at the Annual Meeting of the Southwestern Psychological Association (Austin, TX, April 17, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; College Instruction; *College Students; Grade Point Average; Higher Education; *Individual Characteristics; Sex Differences; *Student Attitudes; *Teacher Characteristics; Teacher Effectiveness

A study was done of college students' current perceptions of the most and least important characteristics of an ideal professor. These perceptions were compared with findings from earlier studies, and differences among student groups (based on gender, college status, grade point average (GPA), and majors) were compared. The study surveyed 356 students enrolled in psychology and special education classes of whom 119 were men and 237 were women. The survey instrument was a questionnaire of proven reliability that used a Likert-type scale to rate characteristics. Findings of the study indicated that there were a number of agreements as to the characteristics of an ideal professor among students over the past 25 years: students feel that the professor should know and be interested in the subject matter, should serve the needs of the students, present materials so that students can understand it, and have definite standards in grading students' tests and assignments. Differences were found among the student groups with freshmen

Trend Analysis
IDENTIFIERS- *Japan

This book describes and examines the crisis within higher education in Japan as it applies to what is taught as compared to the labor market needs of the country. The book is divided into three chapters. Chapter 1 describes the higher education system in Japan and its enrollment, the distribution of enrollment by field of study, and the flow of students into the labor market from microscopic and macroscopic aspects. The second chapter focuses on the supply of, and the demand for, graduates from higher education institutions; reviews trends in employment conditions in terms of employment rates and relative wage levels; analyzes the sources of demand for higher education graduates with respect to the shift in industrial structure; offers tentative analyses on the process of supply-demand interaction in the past; and speculates on the direction of future changes by analyzing corporate needs for the graduates. The final chapter examines graduates who are already working in various organizations and how they continue to acquire knowledge and skills. Prevalent practices of corporate training and education are described, as are factors forcing changes to conventional practices, and the government policies in response to the new environment. Appendices provide supportive statistical tables. Contains a 23-item bibliography. (GLR)

ED 347 899   HE 025 662

Lundeberg, Mary A.; And Others
Highly Confident, but Wrong: Gender Differences and Similarities in Confidence Judgments.
PUB DATE- Apr 92
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 21-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - General (140),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Comparative Analysis; *Confidence Testing; Data Collection; Females; Higher Education; Males; Research; Research Methodology; Sex Differences; *Student Attitudes; Test Content; *Testing; *Undergraduate Students

Although gender differences are fairly consistent when men and women report their general confidence, much less is known about the existence of such differences when subjects are asked to assess the degree of confidence they have in their ability to answer any particular test or exam question. The objective of this research was to investigate gender differences in item-specific confidence judgments. Data were collected from three different psychology courses containing 70 men and 181 women. After answering each item on course exams, students indicated their confidence that their answer to that item was correct. Results showed that gender differences in confidence are dependent on the context (whether items were correct or wrong) and on the domain being tested. In addition, while both men and women were overconfident, undergraduate males were especially overconfident (and inappropriately so) when incorrect. Contains 25 references and 5 tables/figures. (Author)

ED 347 900   HE 025 663

Cantrell, Leon N.; Seagren, Alan T.

a list of suggestions for the negotiation and preparatory phase of a student mobility program which, it is noted, is founded on the experience of numerous European Community Action Scheme for the Mobility of University Students (ERASMUS) participants. Areas discussed include the following: (1) planning exchanges; (2) academic recognition; (3) preparing students for their departure; (4) the formalities to be prepared for on arrival at the host university; (5) student's reception upon arrival; and (6) the financial management of the support received. Advice, offered in a separate column on most pages, includes the following: universities should select students well in advance, aim for year-long exchanges, plan linguistic training well in advance, and provide advanced briefing. It is noted that the guide only deals with student mobility programs and does not repeat the rules governing the allocation of ERASMUS financial support found in the Guidelines for Applicants, published by the Commission each year. (GLR)

ED 347 918 HE 025 681

Higher Education in Israel: A Guide for Overseas Students. Fifth Edition.
PUB DATE- 91
NOTE- 164p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Academic Records; Academic Standards; *Admission Criteria; Colleges; Credits; Foreign Countries; Foreign Students; *Higher Education; *International Educational Exchange; School Orientation; Student Exchange Programs; Student Mobility; *Transfer Policy; Transfer Students; Universities
IDENTIFIERS- *Israel

This guide is designed to present overseas students with an array of possibilities for study at institutions of higher education in Israel. The guide examines the degree programs, both undergraduate and graduate, that are available as well as diploma studies and special programs for overseas students. In addition, the guide provides lists of the institutions of higher education in Israel, the regional colleges, and the academic degrees that are awarded by the institutions. The remainder of the guide is devoted to descriptions and other information pertaining to each school. Information is provided on programs of study, student financial aid, admission requirements and application information, student life, and housing availability. Finally, the guide provides general information for overseas students on: how to apply to Israeli academic institutions from abroad, Hebrew courses, student obligations to the Student Authority (student assistance organization), visas, the school year, and student life in Israel. A list is provided of information sources. (GLR)

ED 347 919 HE 025 682

The Planning and Budgeting Committee Annual Report No. 17, Academic Year 1989/90.
PUB DATE- Apr 91
NOTE- 167p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Budgeting; College Preparation; Colleges;

have not and black women, in particular, within the 1985-89 group, were found to exit college with higher aspirations than those of any other group. Additionally, it was found that black men's aspirations have increased over the past 20 years while white men's have not. Observations and explanations concerning these findings are discussed, including the effects that cultural and social influences have on aspirations. Contains 48 references. (GLR)

ED 347 937 HE 025 700

Financial Responsibility at Universities (Part 2). Hearing on Indirect Cost Recovery Practices at U.S. Universities for Federal Research Grants and Contracts, before the Subcommittee on Oversight and Investigations of the Committee on Energy and Commerce. House of Representatives, One Hundred Second Congress, Second Session.
PUB DATE- 29 Jan 92
NOTE- 168p.; Serial No. 102-118. For Part 1, see ED 340 281.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Biomedicine; Compliance (Legal); Costs; Educational Finance; Federal Aid; *Federal Regulation; *Financial Audits; Government School Relationship; Hearings; Higher Education; Legal Responsibility; Program Costs; *Research
IDENTIFIERS- Congress 102nd; Indirect Costs; *Office of Naval Research; Reauthorization Legislation

In connection with its jurisdiction over biomedical research and development at higher education institutions, the House Committee on Energy and Commerce's Subcommittee on Oversight and Investigations met a second time to hear testimony on abuses in the indirect cost recovery practices at universities for federal research grants and contracts. The first meeting revealed extensive financial abuses at universities and ineffective oversight by the Navy. This meeting further examined the indirect cost abuses and sought testimony on why universities negotiate for top dollar when dealing with the American taxpayer, but give preferable treatment to foreign governments and others. It also examined the status of the actions taken to prevent these abuses and bolster the partnership between the Federal Government and universities in stimulating research. Testimony and prepared statements were delivered by Joseph S. Cohen, Audit Manager, General Accounting Office (GAO); Doreen S. Eng, Senior Evaluator, GAO; Rear Admiral William C. Miller, Chief, Office of Naval Research, U.S. Navy; Fred J. Newton, Deputy Director, Defense Contract Audit Agency; Richard Ogden, Regional Inspector General for Audit Services, Department of Health and Human Services (HHS); J. Dexter Peach, Assistant Comptroller General, GAO; Thomas D. Roslewicz, Inspector General for Audit Services, (HHS); and Gary M. Talesnik, Director, Office of Grant and Contract Financial Management, HHS. (GLR)

ED 347 938 HE 025 701

Wright, William
Enrollment Contracts for Home Study Schools. NHSC Occasional Paper 6.
PUB DATE- Jun 92
NOTE- 17p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General

DESCRIPTORS- *Change Strategies; Curriculum Development; *Educational Change; *Educational Planning; Futures (of Society); *Higher Education; Long Range Planning; *Undergraduate Study; Universities
IDENTIFIERS- ERIC Digests

This brief report summarizes a longer document with the same title. It reviews the reshaping of the college undergraduate curriculum in order to meet the new and compelling issues of the future such as accommodating diverse races and ethnic groups, incorporating global perspectives on the environment, and dealing more effectively with the human dimensions of education. It is suggested that a firmer grasp is needed on what the curriculum is as an idea, and what language and terminology can best describe it and give it operational definition. Further suggested is a careful review of the criticisms, and recommendations that confront the collegiate curriculum. There is also a need for a continuous self-analysis dealing with what the academic profession is and what its condition of practice should be. Finally, a need exists for a wider understanding of the organization and its content, going from a preparation stage to an action phase that recognizes the shape of change and the forces of culture within which it moves. Contains 10 selected references. (GLR)

ED 347 958 HE 025 848

Austin, Ann E.; Baldwin, Roger G.
Faculty Collaboration: Enhancing the Quality of Scholarship and Teaching. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 92
NOTE- 4p.; For the full-length report, see ED 346 805.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- College Administration; *Collegiality; *Cooperation; *Educational Cooperation; Faculty College Relationship; Group Activities; Higher Education; Institutional Environment; *Interprofessional Relationship; Organizational Climate; Participatory Research; *Peer Relationship; Team Teaching; *Teamwork
IDENTIFIERS- ERIC Digests

This brief report summarizes a longer document with the same title. It reviews how college faculty are increasingly collaborating to do much of their work. It notes that the two principal forms of collaboration, teaching and research, are often distinctive arrangements depending on the field of study, institutional environment, and task requirements. However, controversy surrounds the use of collaboration efforts, mostly because of inequitable uses of power and influence by some team members, the loss of professional identity, and problems involving integrity. Listed are ways in which administrators can foster collaboration, such as in resource allocation; developing supportive policies rewarding collaborative efforts, both publicly and privately; and the removal of certain organizational barriers. Key steps in the collaborative process are typically: (1) choose colleagues or team members; (2) divide the labor; (3) establish work guidelines; and (4) terminate the collaboration. Finally, it is recommended that more qualitative and quantitative research be done in collaboration to help remove the myths about this process and enhance opportunities for a successful experience. Contains 12

Carey Model. The expanded model, called the Braden Formative Evaluation Model, clearly depicts the relationship between formation evaluation activities and instructional design and development procedures. Predictive evaluation is defined and distinguished from formative evaluation, with the suggestion that its role in instructional design needs to be fully elaborated. (26 references) (Author/BBM)

ED 347 976 IR 015 713

Branch, Robert C.; And Others
Instructional Design Practices and Teacher Planning Routines.
PUB DATE- Feb 92
NOTE- 10p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology and Sponsored by the Research and Theory Division; see IR 015 706.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advanced Placement Programs; Correlation; *Instructional Design; Intellectual Disciplines; Learning Processes; Lesson Plans; Predictor Variables; School Surveys; Secondary Education; *Secondary School Teachers; Systems Approach; *Teacher Role
IDENTIFIERS- *Instructional Design Professionals; *Teacher Planning

The hypothesis that the planning activities of classroom teachers correlate with the practices of instructional design professionals is explored within the context of this study. Classroom teachers participated in a survey which requested information regarding their planning routines. The 35-item two part questionnaire that was used as the data collection instrument was sent to 110 teachers currently teaching grades 7 through 12. including teachers participating in university-school partnership programs. The 61 who returned the questionnaires (56%) reported on their actions when planning to teach on a daily basis, and provided information on typical class size, number of years teaching, grade level, educational background, and subject taught. Analyses of the responses indicate that a strong correlation exists between teacher planning activities and instructional design practices, although the subject taught is the only variable studied that seems to affect the potential for teachers to practice instructional design. It is suggested that some instructional design practices may be beyond the realm of manipulation by public school teachers, and that a dialog between instructional design professionals should be formalized. It is also suggested that instructional designers should consider instructional design models that combine common teacher planning routines with instructional design practices. (38 references) (BBM)

ED 347 977 IR 015 714

Caffarella, Edward P.; Fly, Kenneth
Developing a Knowledge Base and Taxonomy in Instructional Technology.
PUB DATE- Feb 92
NOTE- 9p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology and Sponsored by the Research and Theory Division; see IR 015 706.
LANGUAGE- English

ED 347 993 IR 015 730

Harris, Duncan
Learners' and Instructors' Roles in the Learning Environment.
PUB DATE- Feb 92
NOTE- 8p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology and Sponsored by the Research and Theory Division; see IR 015 706.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adoption (Ideas); Computer Software; Expectation; *Instructional Design; Student Attitudes; *Student Role; Teacher Attitudes; *Teacher Role
IDENTIFIERS- *Learning Environment

This discussion of the potential roles of learners and instructors as they affect the learning environment argues that the roles of teachers and learners are the key issues rather than learning styles. It begins by discussing the roles of learners as receivers, detectives (problem solvers), generators (developers of new ideas), and facilitators (enabling other learners to succeed). The instructors' roles are then addressed: the conductor, who is helping a group of learners who may all be doing different learning activities at the same time; the composer, or designer of the learning; and the critic, or evaluator of learner's work and the learning process. Three key issues are also discussed: mismatches in the expectations of the instructor and learners; the attitudes of the instructor and learners; and communicability, i.e., provision of manuals for computer software that provide clear communication to the instructors and learners. It is concluded that the learning environment is dependent on the roles of the learners and of the instructors, that the design of instruction needs to take into account the current expectations of the learners in their own environment, and that the design needs to enable instructors and learners to become accustomed to any changes in their roles. Questions for the designer relating to the roles of the instructors and the learners are appended. (7 references) (BBM)

ED 347 994 IR 015 731

Hong, Eunsook
Effects of Instructional Design with Mental Model Analysis on Learning.
PUB DATE- Feb 92
NOTE- 25p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology and Sponsored by the Research and Theory Division; see IR 015 706.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; Formative Evaluation; Guidelines; Higher Education; *Instructional Design; *Instructional Development; Instructional Effectiveness; Learning Strategies; *Material Development; Models; Objectives; Problem Solving; Task Analysis

quality, and make it possible for faculty to improve the learning experiences of their students. (BBM)

ED 348 010 IR 015 747

Lindner, Reinhard W.; Harris, Bruce
The Development and Evaluation of a Self-Regulated Learning Inventory and Its Implications for Instructor-Independent Instruction.
PUB DATE- Feb 92
NOTE- 13p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology and Sponsored by the Research and Theory Division; see IR 015 706.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *College Students; *Diagnostic Tests; Grade Point Average; Higher Education; *Independent Study; Individualized Instruction; Learner Controlled Instruction; Learning Strategies; Literature Reviews; Metacognition; *Models; Sex Differences; Student Motivation; Test Validity
IDENTIFIERS- *Self Regulation

A working model of self-regulated learning based on the literature was developed together with an inventory of 71 items designed to test the five dimensions of the model: metacognition, learning strategies, motivation, contextual sensitivity, and environmental utilization/control. A five-point Likert scale was used to rank the items. Subjects were 104 students (21 males and 83 females) who were enrolled in classes in the college of education at a medium-sized midwestern university; participation was voluntary. The student GPA (grade point average) was used as the measure of academic achievement, and the subjects' scores on the inventory and its subscales correlated significantly with GPA. A significant correlation between sex and total score was also found, with females outscoring males on total score and all of the subscales except metacognition. (It is suggested that this result may be due to the small number of males in the sample.) While not statistically significant, data on inventory scores and class (freshman, sophomore, junior, senior, graduate) indicate the possibility that students become increasingly self-regulated as learners over the course of the college experience. It is concluded that self-regulated learning is an important component in academic success and that it can be measured via a self-report instrument. It is suggested that this inventory could be used for diagnostic predetermination of the level of self-regulation present in a particular learner, information that could be used to advantage in designing instruction designed to counteract any deficiencies in self-regulatory skills. A copy of the model with its dimensions and subscales is appended. (18 references) (BBM)

ED 348 011 IR 015 748

Marcinkiewicz, Henryk R.; Grabowski, Barbara L.
The Relationships of Personological Variables to Computer Use by Elementary School Teachers: Report of Phase One--Baseline Data.
PUB DATE- Feb 92
NOTE- 17p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for

Professional Development; Questionnaires; *Teacher Workshops

The purpose of this study was to investigate the role of instructional and educational technology related to planning, delivery, evaluation, and content selection. Also under investigation were the internal organizations of universities that sponsor and deliver faculty development, and where the ultimate responsibility for faculty development lies. Two types of questionnaires were designed and used in the study, and three types of respondents were surveyed. The sample was the 170 U.S. colleges and universities included in "Masters Curricula in Educational Communications and Technology: A Descriptive Directory," by Jenny Johnson, et al., 1989. Participants in the study were media services directors, department heads of instructional technology academic programs, and the person in the institution responsible for the faculty development program. Questionnaires solicited information on the subjects' perceptions of faculty development at their institutions, campus organizations and departments offering faculty development workshops, and types of workshops offered with instructional technology content. Results indicate that: (1) many departments and committees on campus provide teacher workshops designed to enhance professional development; (2) most of the workshops are administered through a faculty development office or academic affairs office; (3) most of the workshops focused on use of microcomputers and computer technology; and (4) instructional design principles such as needs assessment and evaluation are under utilized. (9 references) (DB)

ED 348 028 IR 015 765

Taguchi, Mina; Keller, John M.
Training in Japan: The Use of Instructional Systems Design.
PUB DATE- Feb 92
NOTE- 9p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology and Sponsored by the Research and Theory Division; see IR 015 706.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; Futures (of Society); *Industrial Training; *Instructional Development; Models; Off the Job Training; On the Job Training; Surveys; *Systems Approach; Tables (Data); *Training Methods; Training Objectives
IDENTIFIERS- *Instructional Systems Design; *Japan

This study investigated the kinds of training conducted in Japanese companies and the degree to which instructional systems design (ISD) is implemented. A random sample of 12 Japanese companies in the banking, automobile manufacturing, electrical machinery, wholesale stores, insurance and securities, and transportation industries were surveyed; a response rate of 37.5% was obtained. Data were collected on the relative frequency of off-the-job and on-the-job training for several training objectives; methods used for technical and interpersonal skills; where training programs are developed (i.e., in-house or outside the company); who develops and delivers training; use of ISD models; procedures for determining training needs and content; how training is evaluated; and approach to improving training effectiveness. Results indicated that the majority of the companies use a general systems approacn to problem solving with some similarity to the ISD model. Differences between U.S. and

"Pennsylvania's Libraries: The Problems and Promises. Funding of Library and Information Services" (Toni Carbo Bearman and H. E. Broadbent III). The booklet concludes with a short list of library and information science acronyms and abbreviations and the names of conference planning committee members and other assisting members. It is noted that 14 Governor's Forums were held in 1990 to gather local input on the issues of concern to library and information users in the various regions of the state. This input was sent to the Governor's Conference, which, in turn, provided input for delegates to the White House Conference on Library and Information Services in July 1991. (MAB)

ED 348 047 IR 054 069

Brenneise, Harvey, Ed.; And Others
Library Standards and Guidelines for Institutions Affiliated with or Offering Extension Programs of Andrews University.
PUB DATE- Mar 92
NOTE- 69p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Libraries; Evaluation Criteria; Extension Education; Higher Education; International Programs; *Library Collections; Library Material Selection; *Library Standards; *Periodicals; *Reference Materials
IDENTIFIERS- *Andrews University MI; Seventh Day Adventist Church

Andrews University (Michigan), which is sponsored by the General Conference of Seventh-Day Adventists, extends its academic program to 14 other institutions, three in the United States and abroad. The program permits students in other countries to obtain a recognized, quality tertiary or graduate education. Andrews' research library, the James White Library, has established standards and guidelines for the libraries of affiliated and extension programs. The first of two parts of this report presents the standards, which cover objectives, collection, organization, staff, services, facilities, administration, and budget. The second part provides guidelines for evaluating affiliates and the affiliate annual report form; a list of titles and bibliographic citations for materials recommended for inclusion in the core reference collection; a list of titles and bibliographic citations for periodicals recommended for a core collection to support a major, a minor, and classes offered in each of 16 subject areas and general periodicals; and a list of recommended periodical titles and recommendations for book collection size needed to support the master's degree in business administration. (KRN)

ED 348 048 IR 054 084

Loveland, Erma Jean
Protecting Libraries for Lifelong Learning.
PUB DATE- Jan 91
NOTE- 12p.; Paper presented at the Annual Conference of the Texas Library Association (April 11, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Archives; College Libraries; Higher Education; Library Collections; *Library Materials; *Lighting; *Paper

NOTE- 22p.; Loose-leaf, updated continuously. Section 10 of the ERIC Processing Manual (IR 054 276).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - General (130)
DESCRIPTORS- *Databases; Documentation; *Error Correction; *Information Processing; Information Storage; Information Systems; Library Science; *Library Technical Processes; Maintenance; Quality Control
IDENTIFIERS- *ERIC

The purpose of this section is to specify the procedure for making changes to the ERIC database after the data involved have been announced in the abstract journals RIE or CIJE. As a matter of general ERIC policy, a document or journal article is not re-announced or re-entered into the database as a new accession for the purpose of accomplishing a change to its record (e.g., a Level of Availability change). It is not desirable to create essentially duplicate records in the database because of the long term adverse effect of such duplicates on retrieval activities. It is preferable to make a change to an existing record and to see that the database files distributed to vendors are eventually updated with such changed records. This manual states the policies for making changes, defines acceptable versus non-acceptable changes, and details the procedures each component of the ERIC system must follow in order to see that different kinds of database changes are accomplished properly. (WTB)

ED 348 067 IR 054 288

Brandhorst, Ted, Ed.; And Others
ERIC Clearinghouse Scope of Interest Guide. ERIC Processing Manual, Appendix A.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 134p.; Loose-leaf, updated continuously. Appendix A of the ERIC Processing Manual (IR 054 276).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - General (130)
DESCRIPTORS- *Clearinghouses; Databases; Decentralization; Documentation; *Education; Indexing; Information Processing; Information Storage; Information Systems; *Intellectual Disciplines; *Interests; Library Science; Library Technical Processes; Specialization; *Subject Index Terms
IDENTIFIERS- *Educational Information; *ERIC

This guide identifies and describes the subject areas covered by the ERIC Clearinghouses. Each Clearinghouse scope statement is provided in the following three-part format: (1) Formal Statement--A comprehensive and detailed description of the scope areas, mainly for use by the ERIC Facility in assigning documents (on the basis of their subject matter) to Clearinghouses for processing, for Clearinghouses in referring documents to other Clearinghouses, and as an aid in indexing a document from the point of view of more than just one Clearinghouse; (2) Explanatory Notes--Supplementary notes that modify, qualify, and explain the formal statement; for use remediation before enrolling in regular college courses, a placement guide for non-credit remediation had not yet been developed. Course schedules and descriptions, teaching methodologies, and skill tests and cutoff scores for all noncredit remedial programs and courses offered at JKC were collected. These data, along with the results of a literature review, were used to create the placement guide. An ad hoc committee, composed of five counselors and seven remediation instructors, met four times to provide input on the guide's content and design, and to review both the first draft and the final version. The resulting noncredit remedial placement guide included the following components: (1) college mission statement; (2) introduction/statement of purpose; (3) overview/benefits; (4) English as a Second Language, Basic Literacy, and Adult Basic Education/High School Equivalency Preparation (ABE/GED) program descriptions (including placement tests used, initial placement options based on test scores, course titles and schedules, maximum enrollments, teaching methodologies, and advising recommendations); and (5) a list of college and community support services. Appendixes provide Mercer's credit remedial placement chart; the procedures manual for noncredit offerings, for college catalog development, and for counseling services; and the noncredit remedial placement guide. (JMC)

ED 348 084 JC 920 372

Mishra, Arun K.
Dealing with Disruptive Classroom Behavior.
PUB DATE- May 92
NOTE- 8p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Behavior Problems; Classroom Environment; *Classroom Techniques; Community Colleges; Discipline; *Discipline Problems; Foreign Countries; *Student Behavior; *Teacher Response; *Teacher Student Relationship; Teacher Workshops; Teaching Conditions; Two Year Colleges

In 1991 and 1992, two workshops for community college practitioners in Canada were conducted on the subject of disruptive classroom behavior. The participants began the workshops by generating individual lists of what they found to be irritating student behaviors. They then formed groups and generated lists which, in turn, were compiled into a master list of disruptive behaviors. From this list, each group picked one behavior which they found most irritating and attempted to develop strategies for dealing with that behavior. The irritating behaviors listed could be generally categorized as resulting from lack of socialization, lack of attention, and lack of maturity. One of the strategies discussed was defining the ground rules for the class at the outset. It was pointed out that if other rules needed to be introduced during the term, they should be considered carefully. The process of dealing with individual students was the other important issue discussed, with the conclusion reached that the student and the teacher should discuss the disruptive behavior one-on-one. Because classroom disruptions are debilitating to both teacher and students, it was suggested that instructors involve the non-disruptive students in modifying the conduct of the disruptive ones. Bringing in a supervisor to deal with a student who has exhibited repeated behavioral problems was recommended only as although only 10% were successful at the full three-unit credit level. Data tables, graphs, and recommendations are included. (JMC)

ED 348 100 JC 920 396

Carr, Percy; And Others
College Success and the Black Male. San Jose City College, San Jose, California. Research Report #128.
PUB DATE- 27 Apr 92
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Persistence; *Black Education; *Black Students; *College Athletics; Community Colleges; Comparative Analysis; Ethnic Groups; Females; *Males; Student Personnel Services; Trend Analysis; Two Year Colleges
IDENTIFIERS- *Evergreen Valley College CA; *San Jose City College CA

In 1992, a study was conducted at San Jose City College (SJCC) and Evergreen Valley College (EVC), California, to examine the fourth semester persistence rates of black male students and to investigate the effect of SJCC athletic and athlete academic support programs on persistence. Study findings included the following: (1) new full-time (NFT) black males had the highest fourth semester persistence rate of any group at SJCC; (2) NFT black males at SJCC had a higher fourth semester persistence rate (56%) than NFT black males at EVC (33%), NFT black females at EVC (33%), and NFT black females at SJCC (38%); (3) only 25% of fall 1988 new part-time (NPT) black males at SJCC persisted four semesters, while 50% did not persist beyond the first semester; (4) only 33% of the NFT black males who were not involved in athletics or physical education persisted for four semesters, compared to 100% of the NFT black males involved in SJCC's highly supportive basketball program, 67% of those involved in the college's athletics program, and 71% of those taking only physical education courses; and (5) SJCC was ranked fifth nationally among community/junior colleges for athletes offered scholarships to four-year Division I or Division II universities, even though SJCC had no scholarship program for athletes. Umoja, a new campus support program, has been developed for all black students to provide the same sense of community that the athletic program offers to black students involved in athletics. (JMC)

ED 348 101 JC 920 397

Kangas, Jon
Full-Time Persistence, Fall 1988--Spring 1990. Accountability Grant Report #1. Research Report #131.
PUB DATE- Jun 91
NOTE- 86p.; Project funded by the San Jose/Evergreen Community College District's Accountability Grant.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Persistence; Age; College Graduates; Community Colleges; *Enrollment Trends; Females; *Full Time Students; Longitudinal Studies; Males; *Minority Groups; Multicampus Districts; *Student Characteristics; Tables (Data); Two Year Colleges; *Two Year College Students
IDENTIFIERS- Evergreen Valley College CA; San Jose City College CA

EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Black Students; *Classroom Research; *Classroom Techniques; Cognitive Style; Community Colleges; Computer Literacy; Computer Uses in Education; Cooperative Learning; Dance Education; Distance Education; English (Second Language); *Instructional Effectiveness; *Instructional Improvement; Intercultural Communication; *Learning Strategies; Remedial Mathematics; Remedial Reading; School Holding Power; *Teaching Methods; Two Year Colleges; Two Year College Students; Writing Exercises
IDENTIFIERS- *California

With support from the California Community College Fund for Instructional Improvement, 14 classroom-based research studies were conducted in fall 1991 at American River College (ARC), Consumnes River College (CRC), Sacramento City College (SCC), San Joaquin Delta College (SJDC), Solano Community College (SoCC), and Yuba Community College (YCC). This compilation contains an opening report on the project's background, a summary evaluation of the studies, a budget review, and 14 project reports. These reports are: (1) "Learning Style and the Distant Learner," by Richard J. Dowdall (SCC); (2) "Investigating Some Strategies To Lower Attrition in Biology," by Alyce Fiedler and George Bleekman (ARC); (3) "Cooperative Learning in a Developmental Reading Course," by William Morris (ARC); (4) "Grammar-Checking Software in the Writing Lab," by Phil Hutcheon (SJDC); (5) "The CRC Penpal Project: Fostering Cross-Cultural Interaction," by Marlo McClurg; (6) "Underline the Subject Once; the Verb Twice, Or Grammar: What Good Is It? Language Study in Composition Courses," by Cynthia Cilensek Kellogg (YCC); (7) "Assigned Topics vs. Student Topics: For Developing Fluency in ESL (English As a Second Language) Students under Timed Writing Conditions," by Charles F. Honnold (ARC); (8) "Computer Skills in the Fashion Industry: A Comparison of the Attributes of Community College Students and the Needs of Employers," by Peggy Gorbach (SoCC); (9) "An Initial Investigation into Why More African-American Students Do Not Take Foreign Language Classes," by Ramiro Canto-Lugo and Matthew J. Reich (YCC); (10) "Does the Graphing Calculator Enhance Learning in Precalculus?" by Katherine McLain (CRC); (11) "Laboratory Activities in Developmental Mathematics," by Kent M. Neuerburg (CRC); (12) "Ongoing Semester Use of the Dunham Dance Technique To Improve Student Preparedness for Dance," by Shirley Brown (SCC); (13) "English 1/History 17 Essay," by Susan Messina and Diane White (SoCC); and (14) "Feedback Loop as a Mastery Learning Teaching Concept To Improve Student Learning," by Carole Jarrett (SoCC). (PAA)

ED 348 118 JC 920 419

Messina, Robert C.; Fagans, Alice C.
Assessment: What's the Next Step? A Model for Institutional Improvement.
PUB DATE- Jun 92
NOTE- 14p.; Paper presented at the Annual Summer Institute on Community College Effectiveness and Student Success (4th, Vail, CO, June 21-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Agents; *Change Strategies; *College Environment; *College Outcomes Assessment; Community Colleges;

children's optimal development; the process of realizing entitlements in early care and education; and the government's role. Sixty citations accompany the article. (RH)

ED 348 135 PS 020 205

Dodge, Diane Trister; Goldhammer, Marilyn
A Guide for Supervisors and Trainers on Implementing "The Creative Curriculum for Early Childhood."
PUB DATE- 88
NOTE- 190p.; For the related curriculum, see ED 342 487.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Caregivers; *Curriculum Development; Developmental Stages; Early Childhood Education; Individual Differences; *Individualized Instruction; Parent Participation; Physical Environment; Preschool Children; Professional Development; Program Effectiveness; Staff Development; Supervisors; Teacher Education; Teacher Evaluation; *Teacher Workshops; Teaching Methods; *Training Methods
IDENTIFIERS- *Developmentally Appropriate Programs; National Association Educ of Young Children; Socioemotional Development

This guide is designed for supervisors and trainers who are helping teachers of young children implement the Creative Curriculum for Early Childhood: a curriculum that is based on child development theory and is developmentally appropriate for preschool and kindergarten children. The guide gives particular emphasis to a carefully organized, rich environment. Part 1 addresses aspects of supervision, and discusses: (1) issues related to introducing the curriculum to administrators, staff, and parents, including the standards of the profession and the advantages of an environmentally based curriculum; (2) issues concerning working with staff, including self-motivation, teacher evaluation, and conferences; and (3) classroom visits as a way to support teachers in implementation of the curriculum. Part 2 provides specific workshop outlines and handouts for providing training sessions on the Creative Curriculum. Subject matter includes workshop strategies and outlines for eight specific workshops. Block workshops provide teachers with an opportunity to discover the many values of block play in the classroom. House corner workshops focus on dramatic play. Sand and water workshops help teachers and parents to appreciate the value of these materials in children's learning and development. The other workshop outlines are outdoor play, library, art, table toy and setting the stage workshops. (GLR)

ED 348 136 PS 020 234

The Information for Parents Series: 11 Pamphlets in English and Spanish.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- 91
NOTE- 118p.; No Spanish version was received by ERIC for the last pamphlet "Educational Rights of Students with Limited English Proficiency."
LANGUAGE- English; Spanish
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.

interaction. (AC)

ED 348 154 PS 020 697

Maddaus, John
The Problem of "Location" in Parental Choice of School.
PUB DATE- Apr 90
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Catholic Schools; Educational Policy; Elementary Education; Enrollment; Moral Development; *Moral Values; Neighborhoods; Neighborhood Schools; *Parent Attitudes; Parents; Private Schools; *Public Schools; *School Choice; *School Location
IDENTIFIERS- *New York (Syracuse); Syracuse City Schools NY

This paper reports the results of a study of parents' reasons for choosing a school for their children. Earlier studies produced inconsistent results concerning the importance of school location for parents' choice. The present study involved interviews with parents of elementary school children in 39 families living in 5 neighborhoods in Syracuse, New York. Children were enrolled in public, Catholic, or non-Catholic private schools. The neighborhoods were predominantly white and represented a wide range of income levels. In about 75 percent of the families, at least one parent was Catholic and had a grandparent who had come to the United States from a European country. With respect to their children's school enrollment, parents adopted one of four strategies: (1) living in a neighborhood with good schools; (2) selecting a neighborhood Catholic school; (3) selecting a school in another neighborhood; and (4) selecting a neighborhood public school. The overriding factor mentioned by parents as influencing choice of school was not cognitive learning but the acquisition of moral values. School location was perceived as having an impact on the educational outcomes parents valued for their children. The implications of these results for educational policy are examined. A 29-item bibliography is provided. (BC)

ED 348 155 PS 020 707

Phoenix, Kelly
Cooperative Learning: How Does It Affect Discipline?
PUB DATE- 27 Apr 92
NOTE- 53p.; Master's Field Project, University of Virginia.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Problems; *Classroom Techniques; *Cooperative Learning; *Discipline; *Elementary School Students; Grade 3; Grade 4; Grade 5; Intermediate Grades; Primary Education; *Student Behavior

This study examined the impact of the use of cooperative learning on classroom discipline in third-, fourth-, and fifth- grade classrooms. Data were collected by means of teacher and experimenter observations of student classroom behavior. Problem behaviors were classified into two categories that involved the students themselves: off-task and noncompliance, and two categories that involved other students: bothering others and aggression. For cooperative and noncooperative evaluations, and reporting the results of student evaluations to parents. The fifth section offers final thoughts on the role of the teacher and recommendations about sources of help and support for teachers. Appendices include a description of a review format to help teachers deal with areas of concern relating to particular children and three sample designs for activity-based classrooms. A bibliography of about 130 items is provided. (BC)

ED 348 174 PS 020 898

Slavin, Robert E.
Ability Grouping and Student Achievement in Elementary Schools: A Best-Evidence Synthesis. Report No. 1.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, D.C.
PUB DATE- Jun 86
NOTE- 127p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Ability Grouping; *Academic Achievement; *Educational Practices; Elementary Education; *Elementary School Students; Literature Reviews; Mathematics Instruction; Meta Analysis; Reading Instruction
IDENTIFIERS- Best Evidence Synthesis
This report reviews research on the effects of between- and within-class ability grouping on the achievement of elementary school students. The review technique, known as "best-evidence synthesis," combines features of meta-analytic and narrative reviews. Overall, evidence does not support assignment of students to self-contained classes according to ability, but grouping plans involving cross-grade assignment for selected subjects can increase student achievement. Research particularly supports the Joplin Plan, cross-grade ability grouping for reading only, and forms of nongraded programs involving multiple groupings for different subjects. Within-class ability grouping in mathematics is also found to be instructionally effective. Ability grouping is held to be maximally effective: (1) when it is done only for one or two subjects, with students remaining in heterogeneous classes most of the day; (2) when it greatly reduces student heterogeneity in a specific skill; (3) when group assignments are frequently reassessed; and (4) when teachers vary the level and pace of instruction according to students' needs. (An 18-page reference list is appended). (Author/RH)

ED 348 175 RC 016 911

Rainer, Howard T.
My Dreams, Hopes and Visions.
SPONS. AGENCY- Administration for Native Americans (DHHS/OHDS), Washington, DC.
PUB DATE- 88
NOTE- 37p.; Some pages may not reproduce will due to graphics overlay.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *American Indian Education; American Indians; College Preparation; Fear of Success; *Goal Orientation; Guidance Objectives; High Schools; *Racial

DESCRIPTORS- *Beginning Teachers; Community Involvement; Educational Technology; Elementary Secondary Education; Foreign Countries; Higher Education; Models; Rural Areas; *Rural Education; *School Community Relationship; *Social Isolation; *Teacher Education; Teacher Placement; Teaching Conditions
IDENTIFIERS- Australia; *Isolation (Geographic); *Teacher Isolation

This paper addresses the major issues beginning teachers face in their first postings to rural areas in Australia. The issues go beyond pedagogy. Beginning teachers need to understand social factors affecting rural communities so they can link lessons to the realities experienced by students. Geographic isolation affects the provision of education in terms of time taken to travel, cost, terrain, and technology. Rural communities have groups that are socially isolated from each other and from the staff in schools. In order to teach effectively, teachers need to be aware of the social context of the community in which they live and work. Teachers in rural areas suffer from professional isolation and often confront teaching situations for which they have had little formal preparation. Communities in remote places often move quickly to adopt technological means to overcome their isolation. Teachers in rural areas need to identify and promote the media skills of students, not only to be able to use equipment, but also to analyze and comprehend the type and character of the message provided. A three-dimensional model for assessing education in isolated places includes types of isolation, ways of coping with isolation, and conditions affecting potential for change among the isolated. All three, when considered together, affect the form, quality, and extent of education in remote places. Institutions preparing teachers need to incorporate elements of preparation for rural teaching into their curriculum. (LP)

ED 348 193 RC 018 775

Jones, Peter
The Remote Aboriginal Education Project.
PUB DATE- Feb 92
NOTE- 6p.; In: Cameron, Jim M. R., Ed.; Griffith, Dennis A., Ed. Education, Equity, and the Crisis in the Rural Community. Proceedings of the Rural Education Research Association Conference (Alice Springs, Northern Territory, Australia, February 1992); see RC 018 770.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; *Community Involvement; Educational Needs; Equal Education; Foreign Countries; Indigenous Populations; *Program Descriptions; Program Implementation; *Research Needs; *Rural Areas; Rural Education; *Secondary Education
IDENTIFIERS- *Aboriginal People; Australia (Northern Territory)

This paper addresses the need for research in relation to Aboriginal students in locations geographically distant from formal education services. The principles and policies of the Aboriginal Education Policy (AEP) have secured funding for Northern Territory Aboriginal education projects. These principles include: (1) the involvement of Aboriginal people in educational decision making; (2) equality of access to educational services; (3) increased Aboriginal participation in education; and (4) equitable and appropriate outcomes for Aboriginal people. Examination of the participation, retention,

IDENTIFIERS- *Australia
Soil is a natural resource of inestimable value. It is classified as a renewable resource, but because it may take from a few hundred years to a few thousand years to be renewed, it is more accurately termed an exhaustible resource. The emphasis of this teaching unit is the importance of soil and the need and means to conserve it. The constraining principle behind these student exercises is that soil erosion is generally to be found outside, therefore teachers are urged to use the outdoors as the learning laboratory as often as is practicable. Alternative indoor activities are included when outdoor work is inconvenient. This unit includes a teacher's guide and student guide. Slide tape sets are available. The unit includes the following sections: (1) "The Importance of Soil"; (2) "Soil Loss--How Does It Start?"; (3) "Factors That Affect Soil Erosion"; (4) "The Effects of Soil Erosion"; (5) "Putting a Stop to Soil Loss"; and (6) "Planning Avoids the Problem." (KR)

ED 348 211 SE 052 205

Corwin, Rebecca B.; And Others
Seeing Fractions: A Unit for the Upper Elementary Grades.
PUB DATE- 91
NOTE- 181p.; Developed by TERC (Technical Education Research Centers, Inc.).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cognitive Development; Concept Formation; Data Analysis; *Elementary School Mathematics; *Fractions; Geometry; Intermediate Grades; Learning Activities; Learning Modules; Manipulative Materials; Mathematical Models; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Mathematics Materials; Small Group Instruction; Teacher Role; Teaching Methods; Worksheets
IDENTIFIERS- Constructivist Learning; *Dialogue Boxes; Rate (Mathematics)
"Seeing Fractions" is an instructional unit for teachers in California that was trial tested in about 30 classrooms, grades 4 through 6 with diverse student populations, and designed to help students become aware of the variety of ways in which fractions are commonly used. The Introduction includes an overview of fractions and what students will be expected to learn, a discussion of the teaching and learning theory of constructing mathematical models that is advocated in this unit, and a discussion of teaching techniques that indicate the use of manipulatives, small-group work, homework, parent communication, and the teacher's role in the classroom. The remainder of the unit is organized into five modules, each of which focuses on a different context for exploring fractions. Each module requires between five and seven class sessions, and includes the following components: an overview of the module; plans for each class session that break up each module into manageable segments with accompanying activities; teacher notes that draw on observations of students' strategies, approaches, difficulties, and confusions; and dialogue boxes that give examples of conversations in which students attempt to express their understanding of key mathematical ideas. The modules are: (1) Geometry with Fractions; (2) Rates--A Different Model; (3) Sharing Cookies; (4) Making and Using Fraction Strips; and (5) Using Fractions to Compare Data. The final section discusses assessment alternatives for the unit. Student worksheets in

NOTE- 9p.; A product of the National Early Childhood Technical Assistance System.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Cultural Pluralism; Delivery Systems; *Disabilities; *Early Intervention; Federal Aid; Federal Legislation; *Federal Programs; Preschool Education; Professional Development; Program Development; *Staff Development
IDENTIFIERS- Department of Education; Department of Health and Human Services

This publication describes several national initiatives focusing on the need for cultural pluralism among professionals and support services for parents of young children with disabilities. The publication begins with a discussion of new laws, funding initiatives and programs, and special projects of the U.S. Department of Education and the U.S. Department of Health and Human Services, such as Technical Assistance for Parent Programs and the Child and Adolescent Service System Program. Other national initiatives that address personnel issues and cultural competence are then discussed, including the Education Commission of the States, the Educational Testing Service, the Council for Exceptional Children/Division for Early Childhood, and the Mental Health Law Project. Each project description includes bibliographical references and the name of a source person to contact for further information. (JDD)

ED 347 771 EC 301 389

Biro, Patti; And Others
Informed Clinical Opinion.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 30 Dec 91
NOTE- 5p.; A product of the National Early Childhood Technical Assistance System.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Clinical Diagnosis; *Compliance (Legal); Decision Making; *Disabilities; *Early Intervention; Educational Diagnosis; Educational Legislation; *Eligibility; *Evaluation Methods; Federal Legislation; Federal Regulation; Information Sources; Needs Assessment; Opinions; Preschool Education; Program Implementation; Teamwork; Vocabulary
IDENTIFIERS- *Education of the Handicapped Act 1986 (Part H)

This document uses a question-and-answer format in clarifying the meaning and use of the term "informed clinical opinion," which appears in the regulatory requirements for the implementation of Part H of the Education of the Handicapped Act Amendments 1986 (Public Law 99-457) as an integral part of an eligibility determination. The paper points out that "informed clinical opinion" must be included in evaluation and assessment procedures as a necessary safeguard against eligibility determination based upon isolated information or test scores alone. Individuals and agencies need to consider who might have an informed clinical opinion, what these people might have an informed clinical opinion about, and how their informed clinical opinion can be integrated into the process of evaluation and assessment. Informed clinical opinion should be taken into account at both the level of the individual early intervention professional and the level of the

IDENTIFIERS- Canada
A Canadian study of student orientation (integrative, instrumental, or other) and its relationship to second language learning motivation and sociocultural factors in the learning environment is discussed. The study compared the orientations and stated reasons for studying a second language of over 800 grade 11 students with data on three sociocultural factors: ethnolinguistic group (anglophone and francophone), the sociopolitical status of the target language (official French or English vs. minority Spanish), and the cultural composition of the milieu (unicultural or multicultural). The results indicate that students are motivated by several relatively specific and concrete orientations simultaneously, and that the relative importance of these several orientations varies according to the structural factors in the learning environment. The report discusses the implications of these findings for changes in current models of second language acquisition and teaching practice. (MSE)

ED 347 791 FL 019 461

Tickoo, Makhan L., Ed.
Languages & Standards: Issues, Attitudes, Case Studies. Anthology Series 26.
PUB DATE- 91
NOTE- 250p.; For related documents, see FL 019 462-476.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Applied Linguistics; Case Studies; *English (Second Language); Foreign Countries; *Language Standardization; *Language Variation; Models; *Standard Spoken Usage; Written Language
IDENTIFIERS- India; Philippines; Singapore; *World English
This anthology on languages and standards was designed to serve two main purposes: (1) to provide an academic forum for linguistic scholars and language educators within and outside the region of Southeast Asia whose contributions would add substantially to an understanding of this important subject; and (2) to make relevant aspects of current knowledge and understanding available to language planners and practitioners in Southeast Asia. The seventeen papers included in this volume, the fourth in this series, bring together various viewpoints and several major schools of thought, and raise a number of issues for both policy planning and language education. Section titles are as follows: (1) "Issues in Theory and Pedagogy"; (2) "Issues in Implementation"; and (3) "English in the World: Issues and Atittudes." (JL)

ED 347 792 FL 019 462

Omar, Asmah Haji
Standard Language: Its Emergence and Choice.
PUB DATE- 91
NOTE- 11p.; In: Tickoo, Makhan L., Ed. Languages & Standards: Issues, Attitudes, Case Studies; see FL 019 461.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Foreign Countries; Language Planning; *Language Standardization; *Language Variation; Mass Media
IDENTIFIERS- *Language Choice; Malaysia
Much has been written about the necessity of having a standard variety for a particular language. There has also been a great

DESCRIPTORS- *Anthropological Linguistics; *Consonants; *Hopi; Language Research; Linguistic Theory; *Morphology (Languages); Uncommonly Taught Languages; Vowels

In a brief analysis of Hopi consonant gradation, residual exceptions to Heath's generalizations about i-ablaut in Uto-Aztecan languages from Hopi are examined. In Heath's (1977, 1978) reconstruction of Proto-Uto-Aztecan verb morphophonemics, a consonant gradation is reconstructed when a final vowel of a consonant-vowel-consonant-vowel (CVCV) root is ablauted to /i/, a shift that is induced by certain verb derivational suffixes. This note suggests that a -t- or -ts- alternation shifting the final vowel of a CVCV root to "i" leaves some alternating pairs in Hopi. Examples of i-ablauted verb stems in Hopi are shown that conform to Heath's reconstruction, but exceptions are also illustrated. Contains 3 references. (LB)

ED 347 817 FL 020 327

Sundberg, Karen
Word Order in Klamath.
PUB DATE- 87
NOTE- 31p.; In: Kansas Working Papers in Linguistics, Volume 12; see FL 020 321.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *American Indian Languages; *Anthropological Linguistics; *Discourse Analysis; Grammar; Language Research; Syntax; Uncommonly Taught Languages
IDENTIFIERS- *Klamath; *Word Order

The word order in Klamath, a Penutian language of southern Oregon, has been described as almost completely "free". The language is examined in terms of the effect of the relative topicality of arguments on their position preceding or following the verb. The database used for this study consisted of seven Klamath texts from Barker (1963): five traditional myths and two ethnographic and procedural texts, together comprising 761 usable clauses. Methods developed by Givon for the measurement of continuity, when applied to Klamath narrative texts, show that the position of NPs relative to the verb is not random, but determined by discourse-pragmatic factors. Contains 6 references. (LB)

ED 347 818 FL 020 328

Yumitani, Yukihiro
A Comparative Sketch of Pueblo Languages: Phonology.
PUB DATE- 87
NOTE- 22p.; In: Kansas Working Papers in Linguistics, Volume 12; see FL 020 321.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indian Languages; *Anthropological Linguistics; *Contrastive Linguistics; Dialects; Language Research; *Linguistic Borrowing; Uncommonly Taught Languages
IDENTIFIERS- *Pueblo (People)

In an attempt to determine some of the shared phonological traits among Pueblo Indians of the American Southwest, this paper compares the sound systems of Pueblo languages. The languages within the scope of this research are Zuni, Keresan (Acoma and Santa Ana), and Tanoan (Sandia, Taos, Jemez, and Santa Clara). It is noted that Pueblo Indians have lived together for many notice patient anxiety or fear and deal with it; and (2) mistaken meaning. To remediate these problems, a course in oral communication skills for non-native nurses was designed. One fully developed unit is presented. Forms and materials used in researcher interactions with the participating hospitals and nurses are also included. (MSE)

ED 347 839 FL 020 512

Johnson, Denise; Sussman, Lyle
Conceptual and Methodological Issues in the Development of an Instrument To Assess the Impact of Culture on Interpreter Behavior.
PUB DATE- 28 Mar 92
NOTE- 24p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (11th, Ypsilanti, MI, March 25-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Business Communication; *Communicative Competence (Languages); Cultural Awareness; Discourse Analysis; Global Approach; *International Communication; *Interpreters; Language Research; *Language Skills; *Measurement Techniques; Quality Control; Questionnaires

In the context of rapid recent political, economic, and technological changes in the world, this paper examines the role of interpreters in international business. The study reported analyzes the development of a questionnaire designed to assess factors related to successful versus unsuccessful interpretations in cross-cultural business encounters. The discussion is organized into four sections: conceptual considerations, methodological considerations, results of pilot testing, and implications for future research. Conceptual considerations included characteristics of the message itself, characteristics of the language involved, interpreter's relationship with the client, context, characteristics of the parties, and impact of cultural norms/values. The Critical Incident technique was used for the study, and the questionnaire was assessed in three pilot tests with individuals who spoke Korean, English, Japanese, Arabic, German, Croatian, Spanish, and French. The third pilot test involved 21 interpreters used by the We Speak Your Language (WSL) Program of the American Red Cross in Louisville, Kentucky. After a review of the results of individual interviews, focus group interviews, and responses to the critical incidents by the WSL participants, questions were developed to direct hypothesis formation and future research. Attached to this report are the questions (e.g., "What can business people do to make sure they are informed consumers of interpretive services?"), a chart showing Hofstede's cultural values keyed to communication practices, and the questionnaire. Contains 15 references. (LB)

ED 347 840 FL 020 514

Young, Richard
Expert-Novice Differences in Oral Foreign Language Proficiency.
PUB DATE- Feb 92
NOTE- 25p.; Paper presented at a Colloquium on Non-Native Speaker Interactional Discourse at the Annual Meeting of the American

operated by the Arlington Education and Employment Program (REEP) that includes the Alexandria and Arlington, Virginia Public Schools, the chambers of commerce of both cities, and 14 local hotels. The project provided on-site English-as-a-Second-Language (ESL), literacy, and basic skills training to 333 adults. Job-related literacy training was provided during classroom training at participating hotels and the REEP multimedia language laboratory. REEP also developed and adapted educational technologies directly related to workplace literacy needs. During the 21 months of the project, 36 workplace-specific ESL classes, two special classes, and two workshops were provided for 13 hotels in the area. The two special classes were designed for limited-English-speaking supervisors and the workshops were created in response to managers' requests about cross-cultural communication and the language gap between management and entry-level employees. Supervisors evaluated trainee progress in the following areas: communication, productivity, attendance at work and in the English class; self-esteem; and safety. Findings are as follows: supervisors indicated that 93 percent of the trainees showed improvement; 80 percent of trainees completing self-assessment forms felt they had improved in communication and job performance; teachers cited a 79 percent improvement in communication and literacy skills; and the project retention rate was 82 percent. Appended are lists of project contacts, an educational software inventory, and a matrix showing the job task analysis. (LB) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 347 861 FL 800 519

Peterson, Morris
Arlington/Alexandria 1990-1991 REEP Workplace Literacy Training Project. Final Evaluation Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 31 Mar 92
NOTE- 46p.; For a related document, see FL 800 518.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Literacy; Basic Skills; Communication Skills; Curriculum Development; *English (Second Language); Hospitality Occupations; *Hotels; Job Analysis; Job Skills; *Language Skills; Limited English Speaking; School Business Relationship; *Second Language Learning
IDENTIFIERS- National Workplace Literacy Program; Partnerships in Education; Virginia (Alexandria); Virginia (Arlington); *Workplace Literacy

As part of the National Workplace Literacy Program, the 1990-1991 Arlington Education and Employment Program (REEP) served 333 functionally illiterate limited English proficient (LEP) adults working in Virginia hotels at entry level jobs in housekeeping, food and beverage service, and maintenance. Training in workplace literacy and English-as-a-Second Language (ESL), basic math (numeracy), consumer awareness, and citizenship preparation was provided both on-site at participating hotels and in an adult learning center serving the project. REEP staff conducted literacy audits, developed job-related curricula, and designed and provided workplace literacy training. Employees were recruited by the hotels, tested by REEP staff, and provided training, usually through classes offering 60 hours of instruction during a 12-15 week period. Workers received incentives such as paid release time. The project achieved viewing the ideal professor as a researcher and other groups seeing the ideal as one who is concerned primarily with students. Included are 7 tables and 14 references. (JB)

ED 347 880 HE 025 643

Willie, Sarah
African American Experiences in College: Issues of Class and Gender in Different Institutional Contexts.
PUB DATE- 4 Apr 92
NOTE- 14p.; Paper presented at the Annual Meeting of the Eastern Sociological Society (62nd, Arlington, VA, April 3-5, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Students; *College Students; Educational Attainment; *Educational Experience; Education Work Relationship; Family Financial Resources; *Financial Problems; Higher Education; Racial Bias; *Sex Differences; Socioeconomic Status; *Student Attitudes; Student Development
IDENTIFIERS- *African Americans; Howard University DC; Northwestern University IL

This study examined the influence of class and gender in the experience of African American college students at Howard University (Washington, D.C.) and Northwestern University (Evanston, Illinois). The study used interviews with 25 Black students, all but one of whom identified themselves as African American. Preliminary analysis of the interviews with women in the study found that women who had no difficulty with their college and post-college experience tended to be those who had been brought up by single parents suggesting that financial considerations pressured them to complete school and move into stable employment quickly. The male participants fell into two categories, those who entered unsure of their majors or careers but finished on time and moved directly to work or graduate study and those who entered knowing their major who also pursued graduate degrees or jobs related to their major after finishing college on time. Overall the data suggest that options and college and post-college experience were constrained by gender expectations and financial resources. Anecdotal evidence also indicated that gender expectations complicated the lives of some participants. (JB)

ED 347 881 HE 025 644

Gijselaers, Wim H.; Schmidt, Henk G.
Exploring a Model of Study Time Allocation in a Problem-Based Medical Curriculum.
PUB DATE- Apr 92
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; Higher Education; Independent Study; *Medical Education; Medical Schools; Medical Students; Nontraditional Education; *Study; Study Habits; *Time Factors (Learning); Time on Task
IDENTIFIERS- *Limburg State University (Netherlands); *Problem Centered Curriculum

A study was done of the relation of time for individual study

Improving the Public Trust: Ethical Issues in American and Australian Universities.
PUB DATE- Jun 92
NOTE- 22p.; Paper presened at a Pan-Pacific Conference (9th, Calgary, Alberta, Canada, June 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Freedom; College Faculty; Colleges; Comparative Analysis; *Credibility; Curriculum; Ethical Instruction; *Ethics; Foreign Countries; Higher Education; Human Resources; *Moral Values; *Public Relations; Racial Discrimination; Research Administration; School Surveys; Sex Discrimination; Universities
IDENTIFIERS- Australia; United States

This paper uses a comparative approach to investigate the ethical policies and practices of Australian and American universities. In Australia, 26 institutional surveys were returned in which institution heads responded to questions about the professional ethics of faculty, the ethics of student assessment, research ethics, and the ethical element of the curriculum; the response rate was 74%. Findings showed that the older and more established the university, the more the respondents tended to think of ethics as relating only to research activities and to such obvious problems as student plagiarism. Newer schools demarginalized ethics and defined the ethical dimensions of a broad range of activities. An American survey was conducted of 78 schools (54 responded; a 69% response rate) that were comparable with the Australian group. Results showed that universities in America had a stronger sense of the ethical dimensions and importance of their activities than did their Australian counterparts. Some of this is believed to be due to the Australian system's being more centralized with a more prominent role of the federal government and national bodies in shaping policies and directions of all universities. Contains 11 references. (GLR)

ED 347 901   HE 025 664

Winter, Janet K.; And Others
Using Cultural Research Assignments To Help Business Students Become More Culturally Aware.
PUB DATE- 26 Mar 92
NOTE- 19p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (11th, Ypsilanti, MI, March 25-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; *Cross Cultural Training; Cultural Activities; *Cultural Awareness; Cultural Differences; Cultural Education; *Educational Methods; *Foreign Culture; Higher Education; International Education; Postsecondary Education; Student Developed Materials; *Student Projects

This paper provides some activities that can be used to acquaint business students with the cultural differences that might be encountered in international business situations. Activities described involve: (1) exposing students to cultural

Educational Facilities; *Educational Finance; *Educational Planning; Foreign Countries; Foreign Students; Higher Education; Institutional Cooperation; Research; *Resource Allocation; Student Financial Aid; Student Mobility; Transfer Students; Universities

IDENTIFIERS- *Israel

This report by the Planning and Budgeting Committee (PBC) of the Council for Higher Education in Israel discusses the resources and actions needed within higher education in Israel in order to provide access to education to students from abroad as well for Israeli citizens. The report describes Israel's higher education system, as well as the planning for new units and the closure of others. It also examines the higher education budget, the development of an academic infrastructure and promotion of research and scientific excellence, and the funds needed for the encouragement of research in Special Subjects that is financed jointly with other organizations. Additionally the report addresses the following subjects: inter-univesity cooperation; student aid; and other activities and allocations such as those for foreign students, regional colleges, pre-academic preparatory courses, and the advancement of peripheral hospitals. Finally, the report describes the PBC and the Israeli government and how they interrelate. Appendices include the following: (1) the subjects discussed at the meetings of the PBC and the Council for Higher Education in 1989/90; (2) students in universities - 1969/70 to 1989/90 - by university and degree level; (3) students in non-university institutions of higher education - 1983/84 to 1989/90; (4) recipients of degrees from universities - 1969/70 to 1988/89; (5) registration in academic courses and graduates at The Open University - 1983/84 to 1989/90; and (6) active university staffs at all and selected universities. (GLR)

ED 347 920 HE 025 683

Balch, Steve; and Others

Freedom and Ideology: The Debate about Political Correctness. A Symposium.

PUB DATE- 24 Jan 92

NOTE- 8p.; Presented at the Annual Meeting of the American Council on Education (74th, Washington, DC, January 22-25, 1992).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Journal Articles (080),Collected Works - Proceedings (021)

DESCRIPTORS- Conferences; *Government School Relationship; Higher Education; Institutional Autonomy; Leadership; *Political Influences; *Political Issues; *Politics of Education; School Responsibility; Social Change; *Student Attitudes; Trend Analysis

IDENTIFIERS- *Political Correctness

This report presents a panel discussion at which participants discussed the question of political correctness and what the debate shows about what is happening to higher education in the United States and what it suggests about the relationship of higher education to current events in this country, to the world, and to the students who attend. Among the viewpoints are the following: (1) college students believe that politics are a never-ending conflict, corrupt, mean-spirited, and ultimately ineffectual, i.e. it never solves any problems people really care about; (2) college students see institutions of higher education as irrelevant to political life; (3) the responsibility of academic leadership is to keep the university

(050)
DESCRIPTORS- Admission (School); Check Lists; Compliance (Legal); *Contracts; Correspondence Study; Guidelines; Higher Education; *Home Study; Legal Responsibility; Legislation; Nontraditional Education; *Specifications; Standards

This booklet examines the development of a student enrollment contract designed for home study and discusses the items that need to be included in the document, what a home study contract is, how to begin to design it, what areas the contract should satisfy, and the items that should and should not be included. Finally, samples of enrollment contracts are provided to be used as a checklist in order to gauge whether or not all relevant information and legal items are included. It is noted that before designing a contract it is advisable to become familiar with the various laws and regulations established by state and federal governments. (GLR)

ED 347 939 HE 025 703

Pitter, Gita Wijesinghe; LeMon, R. E.
Limited Access: A Conflict between Quality and Opportunity.
PUB DATE- 91
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Access to Education; Admission Criteria; College Admission; Community Colleges; *Educational Demand; *Educational Quality; *Educational Supply; Educational Trends; Enrollment; Enrollment Trends; Higher Education; Open Enrollment; Postsecondary Education; Resource Allocation; *Selective Admission; State Universities; Undergraduate Study
IDENTIFIERS- *Florida

This paper explores and analyzes the increase in limited access programs at institutions in the Florida state higher education system and the conflict this increase poses to commitments to increased educational opportunity. An introductory section poses the problem by describing the rise of limited access programs due to increasing enrollments, decreasing funds or demands imposed on certain programs by external standards. A discussion of changes in Florida's population, enrollment and resources notes the dramatic increase in population since 1950 and recent declines in state funding. A section treats community college articulation as a pipeline to the state universities. A further discussion of the 48 percent of the undergraduate population in limited access programs points out the system's use of limited access to balance inadequate resources with maintaining academic quality. The following section discusses the impact on non-limited access programs. Issues of equity for minority groups are raised in the next section which notes lower representation of Hispanic Americans and Blacks in limited access programs. A final section concludes that though some programs have sound academic reasons for being limited access programs, limited access is widely used as a means of coping with enrollment pressures and lack of resources. (JB)

ED 347 940 HE 025 704

Memorandum on Higher Education in the European Community.
PUB DATE- 91
NOTE- 58p.; Prepared by the Human Resources Education, Training, and Youth Task Force.

references. (GLR)

ED 347 959 HE 025 849

Waggaman, John S.
Strategies and Consequences: Managing the Costs in Higher Education. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 92
NOTE- 4p.; For the full-length report, see HE 025 684.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Budgeting; College Administration; Colleges; *Costs; *Educational Finance; Endowment Funds; Federal Aid; *Finance Reform; *Financial Exigency; Financial Needs; Financial Problems; Higher Education; Income; Inflation (Economics); *Resource Allocation; *Retrenchment; State Aid; Student Financial Aid; Universities
IDENTIFIERS- ERIC Digests

This brief report summarizes a longer document with the same title. It reviews the need to better manage higher education expenses in light of budget cuts and reductions in appropriations and other public services. It is noted that tuition, although increasing, has been increasing at a slower rate since 1981. Also, faculty salaries have not increased sufficiently to compensate for losses attributed to inflation, administration costs have risen as much as two percentage points over the past decade, greater pressures have been brought to bear on institutions to fund student aid, and endowment earnings are at their lowest in a decade. Institutions of higher education caught in the revenue/cost squeeze now have a variety of cost control management options open to them, some of which have already been adopted. The diversity, although great, suggests some common themes as part of a cost management strategy. These include specifying the mission of the institution; setting priorities among the programs and building a data base of trends and projections about revenues and costs; and applying break-even analysis to determine which programs are financially self-supporting, which are breaking even, and which require subsidies. Contains 7 references. (GLR)

ED 347 960 HE 025 850

Eddy, Margot Sanders
College Alcohol and Drug Abuse Prevention Programs: An Update. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 92
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Alcohol Abuse; Colleges; *Drug Abuse; Drug Education; Health Education; Higher Education; Networks; *Prevention; Program Descriptions; *Program Development; School Community Relationship; *Substance Abuse; Universities
IDENTIFIERS- ERIC Digests

Due in part to the 1989 passage of the Drug-Free Schools and

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classification; Delivery Systems; *Doctoral Dissertations; Educational Philosophy; *Educational Research; *Educational Technology; Electronic Equipment; Evaluation; Feasibility Studies; Instructional Design; Learning Theories; *Models; *Validity
IDENTIFIERS- *Knowledge Bases

The purpose of this study was to test the feasibility of using a model adapted from the instructional design and technology (ID&T) taxonomy model proposed by the Association for Educational Communications and Technology (AECT) Definitions and Terminology Committee to build an ID&T knowledge base. The model was tested by mapping a random sample of 152 ID&T dissertations into the three-dimensional model. (The major side of the model is divided into four areas: design, delivery, evaluation, and management. The second side divides each of these four major areas into sub-areas such as instructional design and learning theory. The third side is divided into three types of knowledge theory: research, theory, and philosophy.) Each of the selected dissertations was assigned to a specific cell within the model by two evaluators. Every cell on the research plane, except formative evaluation, had at least one dissertation; only three were mapped into the theory and philosophy planes. Two new cells were added to the original model in the process of mapping, General Delivery and Personnel Management, and four dissertations (3% of the sample) did not fit into any of the cells in the model. The only cell that showed a major increase in the percentage of dissertations from 1977 to 1988 was electronic technology. It was concluded that the model is a reasonable representation of the ID&T knowledge base, and it is suggested that articles from prominent journals should also be mapped to test the validity of the model and to better define the knowledge base for the field. (7 references) (BBM)

ED 347 978 IR 015 715

Cardinale, Loretta A.
The Effects of Computer-Assisted Learning-Strategy Training on the Achievement of Learning Objectives.
PUB DATE- Feb 92
NOTE- 13p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology and Sponsored by the Research and Theory Division; see IR 015 706.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; Authoring Aids (Programing); *Comprehension; *Computer Assisted Instruction; Higher Education; *Instructional Effectiveness; *Intermode Differences; *Learning Strategies; Local Area Networks; Microcomputers; Objectives; Pretests Posttests; *Recall (Psychology)

This study was designed to determine the effectiveness of using computer-delivery for specific learning-strategy training with undergraduate students. Two learning-strategy tutorials were developed to introduce 60 students enrolled in introductory computing courses at Old Dominion University in southwestern Virginia to microcomputer components. Both tutorials covered the same content, but one addressed comprehension-directed

IDENTIFIERS- *Mental Models

This paper presents a model for systematic instructional design that includes mental model analysis together with the procedures used in developing computer-based instructional materials in the area of statistical hypothesis testing. The instructional design model is based on the premise that the objective for learning is to achieve expert-like mental models, and instruction should be designed to help learners build relevant mental models in the specific domain. (The term mental model is defined as a person's internal, domain-specific representation that may be incomplete or unstable, and the term relevant mental model is defined as an internal, domain-specific representation that is relevant and useful for a person's subsequent understanding of and problem solving in the field.) It is proposed that mental model analysis be integrated into the design of instructional materials so that cognitive task analysis can be used to produce effective instructional strategies. The three phases in the design of instruction covered by the model are described: (1) analysis of instructional outcomes; (2) development of instructional material; and (3) implementation, evaluation, and revision of the instructional material. Seven procedures for applying this model are discussed in more detail: (1) identify instructional goals/objectives; (2) conduct mental model analysis; (3) identify the learners' entry level knowledge/skills; (4) develop instructional strategies considering mental models; (5) develop instructional materials and tests; (6) formative evaluation; and (7) revision of the instructional program. A discussion of the instructional effects which resulted from the application of the mental model strategies in an introductory statistics course concludes the paper. (2 figures, 32 references) (BBM)

ED 347 995 IR 015 732

Hooper, Simon; And Others
Generative Learning in Small Groups.
PUB DATE- Feb 92
NOTE- 11p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology and Sponsored by the Research and Theory Division; see IR 015 706.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; *Intermode Differences; *Learning Strategies; Pretests Posttests; *Reading Comprehension; *Small Group Instruction; Statistical Distributions
IDENTIFIERS- *Analogies; *Summarization

This research attempted to replicate and extend results from a previous study examining the effects on achievement of generating summaries or analogies while reading a lengthy text. Before the study, 111 undergraduate students from a large midwestern university were classified as high or low ability and randomly assigned to paired or individual conditions and to one of three experimental treatments: (1) a summaries group; (2) an analogies group; or (3) a control group. Subjects read a 6,300 word chapter about marine life and a posttest was administered to measure literal comprehension. Posttest achievement was higher for students who generated summaries (mean=21.41) than for students who generated analogies (mean=17.75). Furthermore, a significant interaction indicated that high ability students learned more effectively studying

Educational Communications and Technology and Sponsored by the Research and Theory Division; see IR 015 706.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; Correlation; *Education Majors; Elementary Education; Higher Education; Individual Characteristics; *Longitudinal Studies; Microcomputers; *Predictor Variables; Preservice Teacher Education; Psychological Studies; *Teacher Attitudes; *Use Studies

A questionnaire was administered to 167 preservice elementary education undergraduates. The questionnaire was designed to assess the relatedness of personological variables to the expected use of computers in teaching by preservice student teachers. The data collected comprise the baseline for a 5-year longitudinal study that is to be conducted over four phases. The variables that were hypothesized to predict computer use include age, gender, experience with computers, innovativeness, teacher locus of control, perceived self-competence in computer use, and perceived relevance of computers to teachers. An overwhelming percentage of the preservice teachers seems to expect to use computers for teaching if only at the utilization level. The two variables of "perceived relevance" and "self-competence" emerged as being statistically significantly correlated with and as predictors of computer use. A discussion of plans for the remaining phases of the study concludes this report. (46 references) (Author/BBM)

ED 348 012 IR 015 749

McLellan, Hilary
Narrative and Episodic Story Structure in Interactive Stories.
PUB DATE- Feb 92
NOTE- 10p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology and Sponsored by the Research and Theory Division; see IR 015 706.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childrens Literature; Comprehension; Computer Software; Grade 5; Hypermedia; Intermediate Grades; Microcomputers; Psychological Studies; Qualitative Research; *Story Grammar; Story Reading; *Student Reaction; Writing Exercises
IDENTIFIERS- Apple Macintosh; *HyperCard; *Interactive Fiction

A three-part exploratory study was conducted to examine children's responses to interactive, nonlinear HyperCard stories and the children's design of stories in HyperCard. Twenty-three fifth graders took part in a semester-long language arts training program that included HyperCard as well as traditional stories in books. Two questions were posed: how HyperCard affects children's understanding of story structure, and what happens when the conventions of story--beginning, middle, end--are transformed into a nonlinear form. First, the children were introduced to a variety of children's stories, which were read to them. The characteristics of story structure and the components of stories were explained and discussed. Second, the children were introduced to HyperCard through the "Amanda Stories," which are interactive, nonlinear narratives told through a series of pictures that include simple animation

Japanese corporations in terms of organizational structure and implications for the introduction of ISD are discussed. (MES)

ED 348 029 IR 015 766

Taylor, C. David
Choosing a Display Format for Instructional Multimedia: Two Screens vs. One.
PUB DATE- Feb 92
NOTE- 26p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology and Sponsored by the Research and Theory Division; see IR 015 706.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attention; Case Studies; *Computer Assisted Instruction; *Computer Software Development; *Computer System Design; *Courseware; Decision Making; Educational Technology; *Instructional Design; Learning Processes; Microcomputers; Models; Multimedia Instruction
IDENTIFIERS- *Multimedia Materials; *Screen Format; Video Technology; Workstations

This paper discusses the factors involved in making decisions about a multimedia display system. Theoretical factors, including gaining and holding learner attention, specific attention-getting devices, encoding and retrieval of information by learners, and presentation of information are considered. Ways that video is associated with computer displays are then reviewed, including managed versus integrated video and digital versus analog video. Two prototypical trade-offs in multimedia design--information versus time and convenience versus quality--are described in order to provide a framework for the kinds of choices necessary when developing multimedia courseware. Constraints in several specific areas are addressed, including resolution, image size, color depth, speed, and data rate and bandwidth. Practical considerations that determine the actual configuration of a workstation or a group of workstations are also discussed, with emphasis on the choice between single screen and two-screen systems. The final section presents a case study which outlines the decision-making process in designing a multimedia workstation for a plant biology laboratory; prioritized system requirements and the system configuration are described. (43 references) (MES)

ED 348 030 IR 015 767

Teclehaimanot, Berhane; Patterson, Amos
The Nature, Function and Value of the Curriculum Materials Center on Colleges of Education.
PUB DATE- Feb 92
NOTE- 10p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology and Sponsored by the Research and Theory Division; see IR 015 706.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Study Centers; Educational Administration; Elementary Secondary Education; Higher Education; *Inservice Teacher Education; *Preservice Teacher

(Material); *Preservation; Radiation
IDENTIFIERS- Abilene Christian Univesity TX; *Fluorescent Lighting; Rare Books; Special Collections (Library); *Ultraviolet Radiation

A study of methods for protecting the special collection at the University of Abilene (Texas) from fading and deterioration caused by ultraviolet (UV) rays showed that fluorescent light filters did not correct the problem. Leaders in the preservation field say that the removal of light is the best procedure to eliminate fading. A second choice is to use tungsten lighting, and a third is to use filters to keep the lux meter reading of ultraviolet rays between 60 and 80. (4 references) (KRN)

ED 348 049 IR 054 086

ELISS Conference (Melbourne, Australia, June 27-29, 1991). Conference Papers.
PUB DATE- 91
NOTE- 87p.; ELISS = Education for Library and Information Services Section (of the Australian Library and Information Association).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Collected Works - Serials (022)
DESCRIPTORS- Administrator Education; *Career Planning; Change Strategies; Education Work Relationship; Foreign Countries; Higher Education; Industrial Structure; *Information Science Education; Information Scientists; Information Technology; Job Performance; Job Satisfaction; *Library Education; *Organizational Change; Professional Continuing Education; *Professional Development; *Salaries; Technological Advancement
IDENTIFIERS- *Australia

These papers address three themes in the education of library and information professionals: organizational change, industrial change, and professional development. The 12 papers are: (1) Opening Address; "Educating for Change: Grasping the Vision" (Jennifer Evans); (2) Keynote Address: "Organizational Change and Its Management" (Alison Crook); (3) "Human Aspects of Organizational Processing: Implications for Educating Information Professionals" (Kerry Grosser); (4) "Amalgamations and the Implications for Library Education" (Sue McKnight); (5) Keynote Address: "Major Industrial Issues" (Tom McKeown); (6) "Multiskilling: Implications for Library and Information Science Education" (Fay Nicholson); (7) "Performance Based Pay Systems" (Norm Amos); (8) Keynote Address: "Relevance for Reality: Whose Responsibility?" (Margaret Trask); (9) "Job Satisfaction and Professional Development: Congruent and Achievable Goals?" (Eric Wainwright); (10) "Career Planning, Part 1: An Educator's Perspective" (Angela Bridgland); (11) "Career Planning, Part 2: An Employer's Perspective" (Meg Paul); (12) "Attitudes of the Library Profession to Training and Development Issues..." (Carol Kenchington). (KRN)

ED 348 050 IR 054 088

Seibert, Warren F.; Kuenz, Marjorie A.
Growth and Change in 67 Medical School Libraries, 1975-1989.
PUB DATE- 92
NOTE- 42p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials

primarily within the ERIC network to ensure that operating staff know of special arrangements for coverage made between or among Clearinghouses; (3) Brief Statements--A summary statement for use in broadly disseminated, systemwide promotional flyers and brochures requiring fairly brief treatment of Clearinghouse scope areas. Scope of interest statements for each Clearinghouse are followed by an alphabetical listing of subject index terms particularly applicable to that scope. The terms are made up primarily, but not necessarily entirely, of Descriptors from the ERIC Thesaurus. The final section of the Guide contains a composite alphabetical listing of all of the applicable subject terms and constitutes, in effect, an overall index to the Guide. It is useful in bringing together concepts/terms covered by more than one Clearinghouse, as well as in determining which Clearinghouse covers a particular concept. (WTB)

ED 348 068   IR 054 289

Brandhorst, Ted, Ed.; And Others
Document Preparation (for Filming). ERIC Processing Manual, Appendix B.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 25p.; Loose-leaf, updated continuously. Appendix B of the ERIC Processing Manual (IR 054 276).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - General (130)
DESCRIPTORS- Databases; Documentation; Information Storage; Information Systems; Library Science; *Library Technical Processes; *Microreproduction
IDENTIFIERS- *ERIC; Legibility; Reproducibility

The technical report or "fugitive" literature collected by ERIC is produced using a wide variety of printing techniques, many formats, and variable degrees of quality control. Since the documents processed by ERIC go on to be microfilmed and reproduced in microfiche and paper copy for sale to users, it is essential that the ERIC document processor prepare the document in such a way that a reproduced copy of it is a readable and saleable product. The kinds of problems requiring document preparation for filming may be divided into three categories: (1) Physical problems with the pages or sections of the document (e.g., missing pages, oversize pages, etc.); (2) Legibility or reproducibility problems with the type, inks, papers, figures, etc.; (3) "Technical" problems having to do, for example, with the availability of information external to the document, copyrighted segments of documents, requests to change documents, etc. This manual provides guidance to ERIC document processors in how best to prepare a document to be filmed and how to cope with a wide variety of specific problems that commonly occur: window covers, vinyl binders, duplicate pages, blank pages, wrong-reading pages, foldouts, attachments, news releases, non-print components, "layered" pages, photographs, colored paper and inks, handwriting, dot matrix print, small type size, etc. The proper way to affix all labels or stickers used by ERIC is also covered, as well as how to secure a document for transport to the filming site. (WTB)

ED 348 069   IR 054 290

a last resort. Workshop participants tended to conclude that when students feel that they are in control of and have a stake in learning, many of the problems associated with disruptive behaviors may be resolved. (JMC)

ED 348 085   JC 920 375

Tudor, Dan, Ed.
Compendium of Selected Data and Characteristics, 1990-91: University of Kentucky Community College System.
PUB DATE- May 92
NOTE- 106p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; College Graduates; College Programs; *Community Colleges; Educational Finance; *Enrollment Trends; Expenditures; *Financial Support; Operating Expenses; Professional Development; State Surveys; *Student Characteristics; Tables (Data); Teacher Characteristics; Teacher Salaries; Trend Analysis; Two Year Colleges; Vocational Education
IDENTIFIERS- *Kentucky; *University of Kentucky Community College System

A history of the development of the University of Kentucky Community College System (UKCCS) and selected data on 1990-91 enrollments, instructional programs, financial support, and student characteristics comprise this report. Section I focuses on enrollment, providing fall 1990 headcount data for each of the 15 UKCCS campuses aggregated by full-/part-time status, class, gender, and residence; enrollment data for 1964 and fall 1981-1990; full-time equivalent enrollment (FTE) for 1964 and fall 1981-1990; and headcount enrollment of first-time freshmen from 1980 to 1990. Section II presents or compares headcount enrollment by degree level and course level; declared majors; number of graduates by degree awarded, by technical program, and by year; number and type of library materials; highest degree attained by UKCCS faculty; staff and faculty development activities; number of students served by type of continuing education unit (CEU); number of CEU's awarded by type; and number of individuals served by community service activities. Section III analyzes the financial support base of UKCCS, detailing general fund expenditures by function, and average salaries by rank for teaching faculty. Section IV explores student characteristics, including mean American College Testing Program scores of first-time freshmen by test subject area and by year; estimated family incomes; ethnicity; and distribution of headcount enrollment by age groups. A directory of UKCCS staff and 37 data tables are included. (WJT)

ED 348 086   JC 920 376

Donovan, Richard A.
National Center for Urban Partnerships.
PUB DATE- 92
NOTE- 28p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; *College Transfer Students; Community Colleges; Community Development; *Consortia; Cooperative Programs; *Educationally Disadvantaged; Government

A study was conducted of the persistence rates of new full-time students at San Jose Community College (SJCC) and Evergreen Valley College (EVC), California, for fall 1988 through spring 1990. Persistence was examined by ethnicity, gender, and age. Study findings included the following: (1) less than 7% of the colleges' students were new full-time students; (2) over an estimated 90% of the students on financial aid began SJCC/EVC below the college level; (3) Whites comprise 48% of the community population, but only 6% of new full-time students at SJCC and 4% at EVC; (4) Hispanics comprise 27% of the community population, and 22% of the new full-time students at SJCC, and 18% at EVC; (5) over the past 10 years, the proportion of Whites attending SJCC/EVC dropped dramatically, while the proportion of Asians and Hispanics climbed steadily; (6) at both colleges, most new full-time students (66%) were 20-24 years of age, while 21% at SJCC and 22% at EVC were 25-34 years of age; (7) EVC Pacific Islanders had the lowest first-semester completion rate (38%), followed by other EVC other nonwhites (51%), EVC Hispanics (58%), and SJCC Hispanics (59%); (8) the highest first semester completion rates were demonstrated by Asians and Whites (77% each) at SJCC, along with EVC American Indians (78%), Filipinos (78%), unknowns (76%), and Asians (76%); (9) Black males at SJCC (56%) and Asian females at EVC (76%) had the highest fourth semester persistence rates at their respective colleges; (10) compared to the community (27%), Hispanics were the least represented among graduates (16% at EVC and 17% at SJCC); (11) Whites represented a majority of graduates (55% at both SJCC and EVC), although they comprised less than 10% of new full-time students; and (12) in fall 1990, only 34% of new students had transfer as a goal, and 43% said they wanted an Associate of Arts or Bachelor of Arts degree. The report consists almost entirely of data tables, graphs, and charts, showing data by college and year. (JMC)

ED 348 102 JC 920 398

Blinn, Kari; Timar, Allene
Is There Disproportionate Impact? A Look at the Progress of First Year Students from Pre-College Level Writing to College Level Courses. Riverside Community College.
PUB DATE- Apr 91
NOTE- 15p.; Paper presented at the Annual Research Conference of the Community College League of California (29th, Asilomar, CA, April 17-19, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; Community Colleges; Comparative Analysis; Enrollment; Ethnic Distribution; *Minority Groups; Remedial Programs; *Student Placement; *Test Bias; Two Year Colleges; *Two Year College Students; Writing Evaluation; Writing Tests
IDENTIFIERS- Assessment of Student Skills for Entry Transfer; *Riverside Community College CA

A study was conducted at Riverside Community College in California to evaluate by ethnic group the enrollment behavior and academic achievement of first-year students who completed assessment testing and were recommended for placement in a pre-college-level writing course. The study sample included the two cohorts of students who enrolled at the college in fall 1989 and fall 1990, and who took the assessment test between May and October of their enrollment year. Students were followed from

Educational Assessment; *Models; *Organizational Climate; Program Development; Program Evaluation; *Program Improvement; Remedial Programs; Resistance to Change; Two Year Colleges
IDENTIFIERS- *Burlington County College NJ

Institutional change requires that "restraining" forces (those forces resisting change) be minimized and "driving" forces (those forces moving in the direction of change) be maximized. Lasting change involves broad-based staff participation in the change process; this requires the establishment of multiple feedback levels or linkages. The institutional change model adapted by Burlington County College (BCC) in Pemberton, New Jersey, is based upon extensive feedback providing "informational linkages" necessary for change. The model has three components: (1) the "improvement area," comprised of the issues and structures in need of change identified through outcomes assessment procedures; (2) "institutional culture," including those aspects of leadership, governance, climate, faculty professionalism, external regulations, funding, enrollment, community, and the assessment structure that affect the specific improvement areas identified; and (3) "results of the change process," including changes in goals, objectives, and assessment methods that have resulted from implementation of new procedures, policies, and curriculum. In an effort to minimize the restraining forces and maximize the driving forces affecting efforts to bring about change within the Basic Skills Program (BSP) at BCC, several activities were undertaken. Data on state-mandated assessment were presented at the first semester faculty meeting. Task forces were convened to analyze the BSP and informal discussion groups were held. A basic skills handbook was created, a review of the reading program was scheduled, and special support was provided for faculty involved in computer/video instruction. (PAA)

ED 348 119   JC 920 420

Hurtado, Jose, Comp.; And Others
Ohlone College Hispanic Retention Survey.
PUB DATE- Feb 90
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Academic Persistence; Ancillary School Services; Community Colleges; *Hispanic Americans; *Mexican Americans; *Participant Satisfaction; School Holding Power; School Surveys; *Student Attitudes; *Student Behavior; Student Characteristics; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Ohlone College CA

In an effort to identify the factors which most influence the educational success of Hispanic students at Ohlone College (OC), in California, a survey was mailed to all Hispanic students registered at the college in fall 1988 and spring 1989. A total of 1,142 Hispanic students were contacted, comprising 10.5% of the student body. Of these, 201 returned completed questionnaires for a 17.6% response rate. In order to supplement the survey data, and to compare survey respondents to the total Hispanic population at the college, additional data were obtained from the student history files. Study results included the following: (1) the respondent group was two-thirds female, compared with just over 50% for the total Hispanic population of OC; (2) compared with the total Hispanic population at the college, a disproportionate number of

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accessibility (for Disabled); Access to Information; *Child Advocacy; Children; Corporal Punishment; Disabilities; *Dropout Prevention; Elementary Secondary Education; Hearings; Individualized Education Programs; *Legal Responsibility; Parent Materials; Parent Participation; *Parent Rights; *Parent School Relationship; Parent Teacher Conferences; *School Law; Student Records
IDENTIFIERS- Education for All Handicapped Children Act

Twelve pamphlets in a series for parents cover a variety of school-related information. The pamphlets are as follows: (1) Parent Involvement (how schools will benefit, why parents should be involved, and parent rights); (2) Parent/Teacher Conference (why conferences are important, how parents can prepare, what happens, and what to do afterwards); (3) Corporal Punishment (what it is, where it has been abolished, federal policy, why it should be eliminated, and what parents can do); (4) Suspension & Due Process (due process and its legal basis, procedures for short-term and long-term suspension, parental challenges and what to do if your child is suspended, and the hearing process); (5) Parents Organizing (why parents should organize, parents' rights to organize, steps in organizing, and guidelines for effectiveness); (6) Access to School Records (parents' rights, how to gain access, rights to challenge and correct records, controlling access, and legal enforcement of rights); (7) How to Appeal (what an appeal is, when to appeal, steps to take, guidelines for effective action, and school responsibilities); (8) Educating Children with Disabilities (parents' rights, Public Law 94-142, legal requirements, steps in the process, what to do when parents disagree); (9) Individualized Education Program (definition, parents' rights, school responsibilities, content, how to be an advocate); (10) When You Disagree (starting a hearing process, when and how to appeal, problems with the process, other actions, and legal fees); (11) Parents and Dropout Prevention (what parents can do, warning signs, family-related conditions, school factors, and what to do at home and school); (12) Educational Rights of Children with Limited English Proficiency (LEP) (federal and state laws and court decisions; language assistance programs generally provided by schools, rights of LEP children and parents, what to do if inadequate or no language instruction is provided). Separate English and Spanish versions of each pamphlet (with one exception) are included. (LB)

ED 348 137   PS 020 268

Thios, Samuel J.; And Others
Gender-Typed Language in Preschoolers and Their Parents.
SPONS. AGENCY- Denison Univ., Granville, Ohio.
PUB DATE- Aug 91
NOTE- 12p.; Paper presented at the Annual Meeting of the American Psychological Association (San Francisco, CA, August 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Fathers; *Language Patterns; *Mothers; *Parent Child Relationship; *Preschool Children; Preschool Education; *Sex Differences
IDENTIFIERS- Commands; *Conversation; Questions

classrooms respectively, teacher observers counted 36 and 50 off-task behaviors, 5 and 1 noncompliant behaviors, 32 and 35 behaviors that involved bothering other students, and 8 and 3 aggressive behaviors. Also for cooperative and noncooperative classrooms respectively, experimenter observers counted 40 and 59 off-task behaviors, and 37 and 36 behaviors that involved bothering other students. No noncompliant or aggressive behaviors were observed by the experimenter. From these data, it is concluded that the use of cooperative learning reduces the number of self-related off-task problem behaviors in the classroom. A list of 14 references is provided. Appended materials include a description of the behavior problems counted in the observations, a questionnaire for teachers concerning problem behavior, and a series of graphs illustrating the data described in the text. (BC)

ED 348 156 PS 020 713

Dodd, Arleen; And Others
War and Peace: Toys, Teachers, and Tots.
PUB DATE- Mar 92
NOTE- 29p.; Paper presented at the Annual Conference of the Southern Association on Children Under Six (43rd, Tulsa, OK, March 23-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aggression; Cartoons; *Child Development; Children; *Childrens Television; *Dramatic Play; Parents; *Play; *Public Policy; Teachers; *Violence
IDENTIFIERS- Toy Industry; *War Toys

War play is play with a toy that initiates violence or play that involves the imitation of war. War play can involve: (1) the use of toys based on television cartoon shows to imitate the action in the cartoons; (2) play with replicas of war paraphernalia or manipulatives shaped into guns; and (3) dramatic play. The negative effects on children that result from the first two types of war play include a lack of creativity and dramatic play, limited ability to work through anxiety, use of negative verbalizations, and increases in undesirable play in the classroom. Positive effects include an enhancement of children's ability to feel control. Negative effects of dramatic war play include increased aggressive behavior and negative verbalizations. Positive effects include enhancement of creativity and imagination. In dealing with children's war play, teachers and parents may ban war play entirely, adopt a laissez-faire attitude, allow war play within limits, or actively facilitate war play. Researchers have offered suggestions to parents for counteracting the negative influences of war play. Governments in several Scandinavian countries have attempted to reduce the sale of war toys. Appended materials include a list of organizations involved in maintaining public awareness of issues concerning war play and a 21-item reference list. (BC)

ED 348 157 PS 020 714

York, Stacey
Developing Roots & Wings: A Trainer's Guide to Affirming Culture in Early Childhood Programs.
PUB DATE- 92
NOTE- 207p.

Identification; Religious Education; Rural Education; Self Actualization; Self Concept; *Self Esteem; *Student Attitudes; Values Clarification; *Values Education

This manual was created to give rural American Indian youths ways to build their self-concept, spiritual strength, and, thus, improve their ability to achieve success. This document draws heavily from anecdotal material--Indian lore and the author's personal experiences--to encourage good social conduct by Indian youth. It suggests that everyone has a gift, and encourages young people to identify their own abilities as artists, decision-makers, forecasters, planners, leaders, workers, or academic achievers. This manual emphasizes the importance of establishing good peer relationships and identifies traits found in a worthy friend. It teaches lessons about making good first impressions as a means of getting ahead. It offers examples of positive words people use to make an impact. This manual encourages young people to identify and overcome their fears of failure in the realization that they can make a difference in the world. It encourages students to start making plans to attend college by making good grades, establishing good relationships with teachers, preparing to take admissions tests and complete applications, saving money, learning about scholarships, and seeking guidance from Indian graduates. This manual stresses the importance of spiritual roots, and encourages faith in God. It offers a plan to help young people begin an Indian revolution, encouraging them toward personal introspection for the development of self-esteem and spiritual strength. This document includes two workbook sections that young people are encouraged to fill out as a means of identifying their abilities, plans, and goals. (TES)

ED 348 176 RC 017 484

Allen, Minerva
Assiniboine Series.
PUB DATE- Jun 88
NOTE- 231p.; Illustrated by Hank Chopwood.
LANGUAGE- English; Assiniboine
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Creative Works (Literary and Dramatic) (030),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *American Indian Languages; *American Indian Literature; *Bilingual Instructional Materials; Fables; Grade 1; Literary Genres; *Short Stories; *Tales; Young Children
IDENTIFIERS- *Assiniboine; Assiniboine (Tribe)

This series of illustrated booklets presents 13 Indian stories in a bilingual format of English and Assiniboine, an Indian tribal language. Written on the first grade level, the stories have the following titles: (1) "Orange Tree in Lodgepole"; (2) "Pretty Flower"; (3) Inktomi and the Rock"; (4) "Inktomi and the Ducks"; (5) "Inktomi and the Buffalo Skull"; (6) "Selling Wood in Lodgepole"; (7) "School Days at Big Warm"; (8) "Inktomi Goes Visiting"; (9) Chinook Winds"; (10) "Little Muskrat"; (11) "Decoration Day"; (12) "Bandit the Racoon"; and (13) "Vanishing Braves." The stories are illustrated with pen and ink drawings. (ALL)

ED 348 177 RC 017 873

Clip Sheets from BOCES. Opportunities. Health. Careers. = Oportunidades. Salud. Una Camera En...
SPONS. AGENCY- Department of Education, Washington, DC.

and graduation rates of Aboriginal students from remote areas indicates a lack of educational equity. Significant interstate/territory developments coordinated by the Australian Education Council (AEC) has also demonstrated the need for research projects, especially at the secondary level. One proposed research project would examine a range of possible modes of secondary education delivery. The other proposal would seek to assist with documentation of an existing secondary education project in the Tanami Region of Central Australia. This report identifies possible resources to facilitate this research, locations where the research could take place, and possible funding sources. A collaborative effort is needed at the design and implementation stages, involving those affected by the research, i.e., Aboriginal people and the education systems that need the research findings for effective planning. (LP)

ED 348 194 RC 018 776

Squires, Don; And Others
Teacher Satisfaction and Community Action: Improving Education in Rural and Remote Schools.
PUB DATE- Feb 92
NOTE- 15p.; In: Cameron, Jim M. R., Ed.; Griffith, Dennis A., Ed. Education, Equity, and the Crisis in the Rural Community. Proceedings of the Rural Education Research Association Conference (Alice Springs, Northern Territory, Australia, February 1992); see RC 018 770.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Community Involvement; *Educational Improvement; Elementary Secondary Education; *Faculty Mobility; Foreign Countries; Rural Education; *School Community Relationship; *School Location; Teacher Orientation; Teacher Persistence; Teacher Student Relationship
IDENTIFIERS- *Australia; *Teacher Satisfaction
This paper addresses issues related to school location, staff turnover, and educational improvement through community involvement. A study involving second-year teachers in Australia indicates that teacher satisfaction was related to satisfying relationships with fellow staff and with students who were cooperative and enthusiastic about learning. The geographic preference of teachers for appointments played a relatively minor part in the satisfaction of teachers in their second year, but seemed to play a major part in their long term sense of satisfaction. Teacher preferences indicate that there will always be a high turnover rate and a large proportion of less experienced teachers in difficult-to-staff schools. Research has shown a negative relationship between teacher turnover rates and pupil achievement and effects upon student self-concept. Among the 27 reasons teachers gave for remaining in school, acceptance by the community was prominent on the list for both primary and secondary teachers. Effective school councils could make a significant contribution to the adjustment and stability of staff. Teacher induction could provide an early link with the local community and make a profound difference to length of stay. Another measure is to select new recruits and train them specifically for the locations that are hard to staff. Greater staff stability must be achieved by the voluntary preference of teachers to stay longer, induced by the satisfaction they can attain through

English and in Spanish are interpersed in the text. (MDH)

ED 348 212 SE 052 282

Maley, Donald, Ed.; Smith, Kenneth L., Ed.
Aerospace Resources for Science and Technology Education.
PUB DATE- Mar 91
NOTE- 83p.; This publication is a special edition prepared for presentation at the Meeting of the International Technology Education Association (Salt Lake City, UT, March 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - General (020)
DESCRIPTORS- *Aerospace Education; College Science; Community Colleges; Curriculum Development; Curriculum Evaluation; Elementary School Science; Elementary Secondary Education; Higher Education; *Interdisciplinary Approach; Program Descriptions; *Resource Materials; Robotics; Satellites (Aerospace); Science Activities; *Science Curriculum; Science Education; *Science Instruction; Science Projects; Secondary School Science; Solar Energy
IDENTIFIERS- Model Rocketry; Space Shuttle; *Technology Education
This publication on Aerospace Programs is a special edition of "Technology Education" featuring descriptions of 15 select aerospace education programs from diverse localities spanning the full range of instructional levels. Following introductory material, the monograph contains the following largely unedited program descriptions: (1) summaries of 16 elementary school science projects; (2) review of a high school technology education curriculum focusing on instructional strategies useful to interdisciplinary conceptual integration; (3) report of the middle school activities comprising a study unit on satellites; (4) outline of a hands-on, self-directed junior high school project on model rocketry; (5) description of an introductory program for technology within a district-wide industrial arts curriculum; (6) an examination of various career options encompassed within an aviation/aerospace high school course; (7) a high school report on space station simulations; (8) profile of the space applications involving activities included within a former high school industrial arts program; (9) outline of the organization and the educational objectives involved in Moonbase America, and the specific efforts underway at Copley High School, Ohio; (10) overview of cooperative activities included in a high school aerospace technology curriculum; (11) explanation of the 8-step problem-solving procedure utilized in a high school aerospace and technology program; 12) discussion of the central project concept to focus technological instruction and high school activities; (13) detailed review of the central concept as a practical approach to interdisciplinary high school education; (14) report on the objectives, mission plan, and classroom setup for a mock, space shuttle flight at a community college; and (15) narrative of the role of graduate students involving the development of the Hubble Telescope during a practicum in an industrial arts class. Contact addresses for each author are included. A resource guide by Rob Campbell for educational services and materials available from the National Aeronautics and Space Administration, organizations supporting aerospace activities, educational suppliers, and industry is included. (JJK)

multidisciplinary team. The regulations are intended to ensure a dynamic assessment approach, support the acquisition and interpretation of multiple sources of information as part of the evaluation process, and permit greater compatibility between a child and family's needs and the provision of services. The paper reprints relevant Part H regulations. (JDD)

ED 347 772 EC 301 390

Heekin, Shelley
Section 619 Profile. A Profile of Part B--Section 619 Services.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- May 92
NOTE- 32p.; A product of the National Early Childhood Technical Assistance System.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Agency Cooperation; *Delivery Systems; *Disabilities; *Early Intervention; Eligibility; Family Programs; Financial Support; Mainstreaming; National Surveys; Parent Participation; *Preschool Children; Preschool Education; Program Administration; *Program Implementation; Staff Development; *State Programs; Transitional Programs
IDENTIFIERS- *Individuals with Disabilities Education Act Part B

Information on the implementation of services for preschool children with special needs and their families, acquired from a survey of 60 states and jurisdictions is presented. The information is organized into nine sections reflecting major state activities related to the Part B--Section 619 portion of the Individuals with Disabilities Education Act. These sections cover the following topics: administration/funding, interagency coordination, personnel, transition, least restrictive environment/programming, public awareness, parent involvement, eligibility (prepared by Joan Danaher), and legislation/special education mandates. A contact list of individuals willing to share information is included. (JDD)

ED 347 773 EC 301 391

Williams, Sarah; Kates, Donald A.
NEC*TAS Financing Workbook: An Interagency Process for Planning and Implementing a Financing System for Early Intervention and Preschool Services.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jan 91
NOTE- 157p.; A product of the National Early Childhood Technical Assistance System.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Agency Cooperation; Community Programs; Delivery Systems; *Disabilities; *Early Intervention; *Educational Finance; Educational Planning; Federal Legislation; *Financial Support; Needs Assessment; Planning; Preschool Education; *Program Development; Program Implementation
IDENTIFIERS- Education of the Handicapped Act 1986 (Part H)

This workbook addresses the need for information and guidance deal of literature on the emergence of a particular variety to be the standard language for a multidialectal language community. This report attempts to look at the various types of choice of a standard language or the emergence of a standard model. Although examples are drawn mostly from Malaysia, it is probable that such speech processes may occur in other speech communities. (JL)

ED 347 793 FL 019 463

Joseph, John E.
Levels of Consciousness in the Knowledge of Language.
PUB DATE- 91
NOTE- 13p.; In: Tickoo, Makhan L., Ed. Languages & Standards: Issues, Attitudes, Case Studies; see FL 019 461.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Language Processing; *Language Standardization; Language Universals; Language Variation; Linguistic Theory
IDENTIFIERS- *Krashen (Stephen)

This paper focuses on the idea that the study of language standards and standard languages must make reference to a different level of consciousness from that associated with the sort of naive language production in which the question of standards does not arise. Consciousness of language refers to the activity of reflecting upon the use of language by oneself and others. Such reflection can take many forms, from taboo to rhyme to folk etymology to prescriptive rules to Government and Binding Theory. Specific sections address the following: (1) consciousness of language as a cultural universal; (2) linguistics and the marginalization of consciousness; (3) overview of standardization theory; and (4) modeling the linguistic consciousness: Krashen's "Monitor."

ED 347 794 FL 019 464

Honey, John
The Concept of "Standard English" in First and Second
PUB DATE- 91
NOTE- 11p.; In: Tickoo, Makhan L., Ed. Languages & Standards: Issues, Attitudes, Case Studies; see FL 019 461.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Comparative Analysis; Educational Technology; *English; Foreign Countries; *Language Standardization; *Language Variation; Second Language Instruction
IDENTIFIERS- *Great Britain

The characteristics of the standard and non-standard varieties of English as spoken as a first language in Britain are discussed. The discussion focuses on 20 comparisons made between the standard and non-standard varieties. It is suggested that many of the local forms of English and the international standard English constitute a potential enrichment of the speaker's expressiveness, and it is important to recognize opportunities of genre, style, and register that make such usage appropriate. An over-riding goal, however, is the necessity to achieve a local standard that is close enough in intelligibility to the international standard and to arrest the further fragmentation of the English language in the world. It is concluded that the likelihood of achieving this goal has immeasurably increased centuries and are culturally homogeneous, but are known for their linguistic conservativism or what has been called the "compartmentalization" of their languages, which presents alien linguistic traits from penetrating their own linguistic system. After a brief introduction to the classification of the languages, their sound systems are discussed in terms of consonants, vowels, suprasegmentals, and phonotactics. Most of the typological categories are drawn from Sherzer (1976) and Kaufman (1977). Appended are phoneme charts showing some phonemic symbols from Zuni, Acoma, Santa Ana, Sandia, and Jemez. Contains 40 references. (Author/LB)

ED 347 819   FL 020 344

Wongsothorn, Achara
Relationship between Learning Modes and the Beginners' Success in English.
PUB DATE- Jun 87
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Style; Elementary Secondary Education; *English (Second Language); Foreign Countries; Higher Education; *Language Proficiency; Language Research; Listening Skills; Predictor Variables; Reading Skills; *Second Language Instruction; Second Language Learning; *Student Motivation; Success; Testing
IDENTIFIERS- Thailand

To investigate the influence of student modes of learning, or preferences for modes of learning, researchers at the Chulalongkorn University (Thailand) studied 97 Thai students who were beginners of English. It was hypothesized that: (1) aural and visual modes of listening and reading are related to achievement in English; (2) language aptitude, attitudes and motivation, non-verbal I.Q., study habits, and years of English are related to achievement in self-study programs; and (3) there are intra-relationships among the variables. The findings partially confirm the notion that language aptitude influences student modes of learning that in turn determines their English achievement and probably their English proficiency. Recommendations for teaching English as a foreign language in Thailand and for further research are offered. Details on the research instruments are appended. Contains 18 references. (LB)

ED 347 820   FL 020 345

Wongsothorn, Achara
Analysis of Language Transfers from Thai to English in Three Types of Discourse: Explanatory, Descriptive and Persuasive.
PUB DATE- 83
NOTE- 11p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- Applied Linguistics; Communication Research; *Communicative Competence (Languages); *Discourse Analysis; *English (Second Language); Foreign Countries; Higher Education; Language Acquisition; Language Research; *Second Language Instruction; Syntax; *Thai; *Transfer of Training; Translation

A study on language transfer phenomenon from Thai to English is

Association for Applied Linguistics (14th, Seattle, WA, February 28-March 2, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Difficulty Level; Interpersonal Communication; *Language Proficiency; *Native Speakers; *Oral Language; *Rating Scales; Second Language Learning; Test Validity
IDENTIFIERS- *ACTFL Proficiency Guidelines; *University of Cambridge Local Exam Synd (England)

Discussion of oral communication between native and non-native speakers focuses on proficiency-related differences in interactions where the non-native speaker is experienced and those in which he is a novice. Research in oral proficiency development, discourse domains, and communication strategies is reviewed. It is argued that the ways in which oral proficiency is described in two of the most widely used testing instruments are unsatisfactory because: (1) the guidelines recommended by the American Council on the Teaching of Foreign Languages (ACTFL) ignore the modularity of linguistic competence; and (2) the ACTFL and University of Cambridge Local Examinations Syndicate (UCLES) rating scales assume a linear monotonic increase in competence in all components of proficiency. It is proposed that oral proficiency is a function of discourse domain as much as of lexical and syntactic knowledge, and that some components of oral proficiency such as communications strategies develop in a highly non-linear fashion, as learners learn to adapt their limited linguistic resources to overcoming the difficulties they face in communication. Therefore, learners who become experts at interacting with native speakers do not simply have more of what novices lack; factors underlying their proficiency are different and interact in different ways. A 42-item bibliography is included. (MSE)

ED 347 841 FL 020 516

Heston, Wilma
A Dictionary of Basic Pashto Frequency List I, Project Description and Samples, and Frequency List II.
SPONS. AGENCY- Office of International Education (ED), Washington, DC.
PUB DATE- 14 Apr 92
NOTE- 2,921p.
LANGUAGE- English
EDRS Price- EDRS Price - MF27/PC117 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Dictionaries; English; *Grammar; Oral Language; *Pashto; Program Descriptions; *Sentence Structure; Uncommonly Taught Languages; *Word Frequency; Written Language

The three-volume set of materials describes and presents the results to date of a federally-funded project to develop Pashto-English and English-Pashto dictionaries. The goal was to produce a list of 12,000 basic Pashto words for English-speaking users. Words were selected based on frequency in various kinds of oral and written materials, and were to be accompanied by grammatical and other information needed for use in sentences. The 3-year project at Peshawar University (Pakistan) involved development of a million-word corpus and frequency lists derived from it. The final report includes: (1) a description of the project and its progress over 3.5 years;

success in terms of worker retention rate, hotel retention rate, development of interactive audio and video instructional materials, quality of curriculum development, modest student gains in English language proficiency, supervisor evaluations of student progress, and replication of an earlier project. Appended is a list of objectives, activities, and outcomes. (LB) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 347 862　　　FL 800 527

Adult ESOL Curriculum Development Project, 1989-1991.
PUB DATE- 91
NOTE- 305p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Education; Citizenship Education; *Curriculum Development; Demonstration Programs; *English (Second Language); Functional Literacy; Instructional Materials; *Language Skills; Limited English Speaking; *Literacy Education; *Second Language Learning; Statewide Planning; Student Placement; Teacher Education
IDENTIFIERS- 353 Project; *Florida (Palm Beach County); Workplace Literacy

The Palm Beach County, Florida, Adult ESOL Curriculum Development Project, which was funded by a state Section 353 Demonstration Project grant, is described. The primary goal for this 2-year project was to develop a model adult English-for Speakers-of-Other-Languages (ESOL) curriculum for the state. A needs assessment was conducted statewide and a planning committee of administrators and specialists determined the scope of the project. The team determined that: (1) a need existed for separate ESOL curriculum frameworks for adult education and recommendations for program content, textbooks, materials, and tests; and (2) the Mainstream English Language Training (MELT) Student Performance Levels (SPLs) would be used as the common language descriptors for ESOL programs throughout Florida. Developed by the Center for Applied Linguistics and the Office of Refugee Resettlement, the MELT/SPLs are used nationally to describe language performance levels of limited-English-proficient students. The curriculum contains the following components: teaching native language literacy; teaching ESOL literacy; teaching ESOL survival/coping skills; teaching ESOL pre-GED; ESOL at the workplace; English language content for vocational education; teaching ESOL citizenship; ESOL promotion and placement testing; ESOL materials; and ESOL teacher training component. (LB) Adjunct ERIC Clearinghouse on Literacy Education.

ED 347 863　　　HE 022 178

King, George A.
Rethinking Higher Education Capital Finance.
PUB DATE- Oct 88
NOTE- 14p.; A publication of the Forum for College Financing.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Collected Works - Serials (022)
DESCRIPTORS- *Capital; College Administration; *Educational Finance; *Finance Reform; Financial Needs; Financial Policy; Financial Support; *Higher Education; *Money Management; Tax Deductions; Tax Rates

versus instruction time in a non-traditional, problem-based medical curriculum at the University of Limburg (Netherlands). The study collected data on 86 courses conducted in 5 consecutive academic years. In this problem-based approach, each curriculum year in the first 4 years comprises six 6-week courses which are organized around interdisciplinary themes central to medicine. During each course students met twice a week for a 2-hour small group tutorial in which problems were analyzed and learning goals formulated. Most of the learning took place individually. Scheduled activities included 4 hours a week of small-group tutorials, 2-to-4 hours of lectures and 2-to-4 hours of training in medical skills. The independent variable was the amount of instruction time and the dependent variable was the average amount of time spent on individual study. The individual study time was measured by asking students after each course to estimate the number of hours per week he or she spent on self-directed learning activities. Results of data analysis indicated that increasing instruction time generally led to a diminishing increase in individual study time. Included are 4 figures, 1 table and 19 references. (JB)

ED 347 882 HE 025 645

Morrison, James L.
Environmental Scanning Workshop (Lansing, Michigan, June 10-11, 1992).
PUB DATE- 11 Jun 92
NOTE- 103p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - Proceedings (021)
DESCRIPTORS- Educational Trends; Higher Education; Information Management; Information Seeking; Long Range Planning; Newsletters; Organizational Objectives; Trend Analysis; *Workshops
IDENTIFIERS- *Environmental Scanning

This publication presents an environmental scanning workshop for administrators in higher education institutions to help them incorporate environmental scanning into their planning and anticipation of future events. In particular, the workshop shows how to establish and sustain a comprehensive environmental scanning system and how to use the information the system produces. Environmental scanning is an approach that looks for signals of impending paradigm shifts in current events. An introduction to the workshop describes environmental scanning and the overall approach of the workshop. A schedule for the two-day workshop follows. The main body of the document presents the contents of the workshop which included: (1) how to get started; (2) how to organize and structure the system; (3) how to identify information resources; (4) how to develop a scanning taxonomy; (5) how to use software in maintaining the system; and (6) how to use the products of the system in strategic planning, issues management, and environmental vulnerability audits. Included are illustrations of presentation slides, examples of four environmental scanning newsletters ("On the Horizon," "Lookouts," "Future Concerns of Cardinal Stritch College," and "AERA SIG Futures Research and Strategic Planning Interactive Newsletter"), 3 footnotes and 28 references. (JB) differences through the use of foreign art and literature; (2) requiring students to prepare a cultural orientation report on the U.S. through the use of the "Culturgram for the '90s" series from David M. Kennedy Center for International Studies; (3) creating a memorandum on the customs of a potential foreign supplier; (4) planning a dinner party for foreign business visitors to implement what was learned, such as understanding general courtesies and etiquette, diet, and considerations in designing the meal plan; and (5) having students create a training session about inter-cultural communication for business executives who are considering transacting business with people of selected foreign countries. Ideas are also given on ways in which the training sessions can be conducted. (GLR)

ED 347 902 HE 025 665

Winter, Janet K.; Winter, Esther J.
Using the Portfolio Approach in Teaching Intercultural Business Communication.
PUB DATE- 26 Mar 92
NOTE- 16p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (11th, Ypsilanti, MI, March 25-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - General (050),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; *Business Communication; Cultural Awareness; *Evaluation Methods; Higher Education; *Intercultural Communication; Personnel Selection; *Portfolios (Background Materials); Postsecondary Education; Teaching Methods; Writing (Composition); Writing Assignments; *Writing Skills
IDENTIFIERS- *Portfolio Approach

This paper addresses the many uses of the writing portfolio in general education at the college level, particularly in classrooms teaching business communication. It describes what elements could be contained within a portfolio, the role the portfolio can play in the assessment process, and the pedagogical implications of a class that is organized around the concept of a portfolio assessment. In addition, the benefits of portfolio assessments are described, and guidelines are presented for evaluating a message prepared by a member of one culture for a member of another. The use of letter and report assignments as effective methods of introducing students to cultural differences in business communication are also presented. It is noted that after performing the research, writing, self-evaluation, and revision of one or more documents, the student will have developed a better appreciation of cultural diversity and the need to consider the reader's background. In addition, the student will have better composition skills as well as a set of reference documents to use on the job, or to present to a prospective employer. (GLR)

ED 347 903 HE 025 666

Waner, Karen K.; Winter, Janet K.
Cultural Context and the New Communication Principles for Intercultural Communication.
PUB DATE- 26 Mar 92
NOTE- 15p.; Paper presented at the Annual Eastern Michigan

open to the fullest and freest expression of differing views even when the expression of those views produces anger, hostility, and divisiveness; and (4) the lack of leadership on the part of institutional leaders and lack of honesty by faculty members leads to difficulty in having meaningful discourse about political correctness. Finally, the university is thought to have become more politically adversarial in ways that are opposed to the kind of thinking and living together that it would like to represent. (GLR)

ED 347 921 HE 025 684

Waggaman, John S.
Strategies and Consequences. Managing the Costs in Higher Education. ASHE-ERIC Higher Education Report No. 8.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 148p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Budgeting; College Administration; Colleges; Cost Effectiveness; Costs; *Educational Finance; Endowment Funds; Federal Aid; *Finance Reform; *Financial Exigency; Financial Needs; Financial Problems; Higher Education; Income; Inflation (Economics); *Money Management; *Resource Allocation; State Aid; Student Financial Aid; Universities

This report focuses on the need for better management of higher education resources in view of the rising costs and changing revenues now confronting higher education institutions in the United States. Rising costs and changing revenues are reflected in stagnating faculty salaries, a decline in enrollment, rising administrative and insurance costs, and a decline in government student aid. In addition, endowment earnings for 1989-90 have declined to their lowest in a decade, and a decline in the rate of growth has allowed the rate of inflation or other factors to add greater pressures. No single successful method of managing costs and revenues has come forward to date. Reports concerning cost management strategies show that cost control efforts must first clarify the mission of the institution before setting priorities among the programs (educational, service, administrative, student, etc.). Break-even analysis-based data collected concerning revenue and cost trends and projections is shown to be a good start. Break-even analysis can then reveal areas from which funds could be obtained for enhancements and new programs. However, these management actions need to be in place before the next financial emergency or short-term ad hoc solutions will result. Contains over 160 references and an index. (GLR)

ED 347 922 HE 025 685

El-Khawas, Elaine
Campus Trends, 1992. Higher Education Panel Report No. 82.
PUB DATE- Jul 92
NOTE- 93p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - General (140),Historical Materials (060)
DESCRIPTORS- Accreditation (Institutions); College Faculty; Colleges; Community Colleges; Educational Assessment; *Educational Change; Educational Demand; *Educational Finance;

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; Continuing Education; Demography; Distance Education; Educational Trends; Education Work Relationship; *Futures (of Society); *Higher Education; *International Cooperation; Labor Market; Open Education; Universities
IDENTIFIERS- Europe; European Communities Commission; *European Community; European Economic Community; Europeans; *European Universities

This memorandum presents and explains the position of the Commission of the European Communities on issues of higher education. In establishing the context for the memorandum it notes population and labor market changes. This memorandum identifies a series of actions which could be taken and raises a wide agenda of issues which argue for a stronger European dimension in planning and functioning than exists at present in higher education. It also identifies the Commission's role as a catalyst and facilitator of cooperative and common action in accordance with the principle of subsidiarity and respecting a diversity of provision. Critical areas discussed include participation in and access to higher education, partnership with economic life, continuing education, open and distance education, and the European Community dimension. The contours of the European dimension are defined and include student mobility, cooperation between institutions, Europe in the curriculum, the central importance of language, the training of teachers, recognition of qualifications and periods of study, the international role of higher education, information and policy analysis, and dialogue with the higher education sector. (JB)

ED 347 941 HE 025 705

Stafford Student Loans: Prompt Payment of Origination Fees Could Reduce Costs. Report to the Chairman, Permanent Subcommittee on Investigations, Committee on Government Affairs, U.S. Senate.
PUB DATE- 24 Jul 92
NOTE- 44p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Banking; Educational Finance; *Federal Government; *Fees; Higher Education; Program Administration; *Student Loan Programs
IDENTIFIERS- *Department of Education; *Stafford Student Loan Program

A study was done to determine the extent of and reasons for the Department of Education's delayed receipt of origination fees for Stafford Student Loans, and actions needed to facilitate the prompt receipt of the fees. The fees help offset the federal governments' multibillion-dollar cost of subsidizing the Stafford Student Loan Programs. There have been concerns that the fees were not always promptly received or reported. The study analyzed a sample of 238 lenders and a sample of 200 Stafford loans. The loan sample provided a basis to estimate how long lenders hold origination fees from loan disbursement until the Department receives the fees, the associated interest cost, and the potential cost savings that could result from prompter payment of the fees. Results indicated that the government is incurring unnecessary interest costs associated with the collection of origination fees because it does not

Communities Act Amendments, new programs designed to educate college administrators, faculty, and students about alcohol and other drug abuse have taken new directions and dimensions, involving both campuses and local communities in the process. The higher education community has responded with development of the Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse, a coalition of institutions initiated by the Department of Education's Office of Educational Research and Improvement and coordinated to eradicate campus substance abuse. The ERIC Clearinghouse on Higher Education will process about 600 selected descriptions of campus programs from Network member institutions for inclusion in a file within the ERIC database. The programs show a wide variety in design, focus, and scope, in areas such as mentoring, peer intervention, pledges and contracts, and demonstrations. The program descriptions also show that individual institutions and student organizations themselves are following through with situation-specific remedies that serve not only the campus community but also the larger society. Contains 10 references. (GLR)

ED 347 961   IR 013 590

Diercks, Eileen; And Others
Comprehensive Technology Utilization Leading to Excellence in Medium Sized Schools.
PUB DATE- 5 Nov 87
NOTE- 39p.; Paper presented at the Institute for the Transfer of Technology of the National School Board Association (Dallas, TX, November 5, 1987). A presentation by Plainfield (Illinois) Community Consolidated School District No. 202 and Tri-County Education Service Center.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Literacy; Computer Science Education; Educational Administration; *Educational Technology; Education Service Centers; *Extracurricular Activities; High Schools; *Learning Resources Centers; Microcomputers; *School Districts; Videotape Recordings

Although limited finances and a student body of 3,200 have made it necessary to be selective in acquiring educational technology, the Plainfield (Illinois) Community Consolidated School District No. 202 has been very active in the regional partnership for excellence. Curricular programs at the Plainfield High School include use of computer-assisted manufacturing (CAM) and computer-assisted design (CAD) systems for projects in vocational education, a computer literacy course in microcomputer applications, a computer programming course, a computer-assisted writing laboratory, and computer-assisted instruction in physics, chemistry, and band. Divisional chairpersons also use microcomputer programs for curricular work, budget preparation and monitoring, and daily operations. The high school library media center uses video programs to provide curricular support and to provide access to "The Electronic Encyclopedia" and the "Video Encyclopedia of the Twentieth Century." In addition, the media center participated in the "News Access" pilot project with Turner Broadcasting, which provided cable network news programming for classroom use. Educational technology is also being used by the school district's support services and administrative offices, as well as by extracurricular groups such as The Computer Club, strategies and the other memory-directed strategies. Students in the two treatment groups and a control group completed two delayed and separately administered tests, one requiring cued recall and the other recognition. Results of analyses of the data indicate that the group mean scores for the treatment groups were significantly higher than the control group mean scores on the cued-recall test; however, the mean scores of the two treatment groups were not significantly different on this test. The group mean scores of subjects receiving comprehension-directed strategy training were significantly higher than the scores for the memory-directed group on the recognition test, and the scores of both experimental groups were significantly higher than those of the control group. It is suggested that the memory-directed strategies will enhance learning in cases where memorization of basic vocabulary is required, whereas comprehension-directed strategies will enhance rule-learning and problem-solving. (27 references) (BBM)

ED 347 979 IR 015 716

Cariaga-Lo, Liza D.; And Others
Understanding Learning and Performance in Context: A Proposed Model of Self-Assessment.
PUB DATE- Feb 92
NOTE- 9p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology and Sponsored by the Research and Theory Division; see IR 015 706.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Learning Theories; *Metacognition; *Models; Psychological Studies; *Research Design; *Self Evaluation (Individuals); *Social Psychology

This paper discusses self-assessment--i.e., the act of evaluating or monitoring one's own level of knowledge, performance, and understanding--in a metacognitive framework, taking into account the contexts in which self-assessment occurs. It begins with a brief review of metacognitive and social psychology theories that pertain to self-assessment. An interactive model of self-assessment which delineates some of the possible influences on self-assessment behavior is then offered, and the research implications of such a model on approaches to studying self-assessment are discussed. (5 references) (BBM)

ED 347 980 IR 015 717

Carlin, Ted; And Others
The Perception of the Educational Value of Channel One among Secondary Level Teachers and Students.
PUB DATE- Feb 92
NOTE- 14p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology and Sponsored by the Research and Theory Division; see IR 015 706.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Television; Junior High Schools; *Junior High School Students; *News Reporting; *Programing (Broadcast); Secondary Education; *Secondary School Teachers; *Student

alone (mean=25.47) than in pairs (mean=18.55). Reasons for the ineffectiveness of the paired treatment are discussed. Results of the data analyses are presented in three tables. (3 notes, 22 references) (Author/BBM)

ED 347 996 IR 015 733

Januszewski, Alan; Pearson, Robert
Problem Identification Techniques: So What's the Problem?
PUB DATE- Feb 92
NOTE- 12p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology and Sponsored by the Research and Theory Division; see IR 015 706.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Evaluation Methods; *Instructional Development; Models; *Needs Assessment; Objectives; *Problem Solving; Values

This discussion of different approaches to clarifying problems in the instructional development process defines what a problem is and the types of problems typically faced by instructional developers; presents a rationale for suggesting the use of evaluation models for finding development problems; and suggests ways in which the use of a particular evaluation approach may result in the finding of different problems. It is argued that problems are generated to be solved in instructional development (ID) and that needs assessment is the stage in the ID process where a problem is identified. Four factors that influence the ways in which instructional developers solve problems are suggested: (1) there is a set of rules under which the activity must operate; (2) there is ultimately one desired outcome--the problem that has been identified must be solved; (3) while there are rules, there are, nevertheless, many ways to solve an instructional development problem; and (4) it is clear when the instructional development problem has been solved. The role of values in the problem clarification process is briefly discussed, and six basic approaches to evaluation that may offer instructional developers some useful insights are reviewed: objectives oriented, management oriented, consumer oriented, expertise oriented, adversary oriented, and naturalistic and participant oriented. Possible uses of each of these approaches in needs assessment are suggested, and suggestions for further research conclude the paper. (11 references) (BBM)

ED 347 997 IR 015 734

Januszewski, Alan
Educational Technology: A Conceptual Study in Metaphor.
PUB DATE- Feb 92
NOTE- 22p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology and Sponsored by the Research and Theory Division; see IR 015 706.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

and sound effects but virtually no written text. After completing one of the "Amanda Stories," they discussed the story structure and story features and compared the story to book-based stories. In the third and final phase, the children wrote and illustrated their own stories, which were adapted to HyperCard. Research methods used in this qualitative study included taking notes on class discussion and student questions on the stories read aloud from books; observation of student pairs working through the "Amanda Stories" and related interviews; and evaluation of student stories, both text and pictures. The results suggest that children can adapt to the new story structure offered by HyperCard. However, training in the features of story structure and having students practice designing stories for the hypertext medium were both beneficial to the students. (13 references) (BBM)

ED 348 013 IR 015 750

Nichols, Randall G.
Educational Biotechnology and a Search for Moral Opposition to It.
PUB DATE- Feb 92
NOTE- 20p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology and Sponsored by the Research and Theory Division; see IR 015 706.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Access to Information; *Critical Theory; *Educational Technology; *Educational Theories; Genetic Engineering; Literature Reviews; *Moral Issues
IDENTIFIERS- *Educational Biotechnology

This paper argues that several aspects of educational technology, especially educational biotechnology (EBT), are harmful to people and the environment, and will eventually lead to harms that far out-weigh any purported advantages of the technology, and that this is morally unacceptable. (EBT is characterized as the study and application of scientific and other organized knowledge, processes, and products to the physical state of humans for the purpose of creating changes in learning.) The first sections of the paper describe what could be immoral about educational technology (including EBT), assumptions guiding the author's current research for answers, characterizations of EBT and related ideas, and professional literature about the issues raised in the paper. Three basic lines along which educational technology just might be shown to be injurious are indicated: (1) technology may impede learning by constricting options for learners and parents; (2) oppression of less advantaged people is exacerbated by computers in education; and (3) technology and educational technology are ecologically destructive first cousins. It is suggested that intentionally choosing to continue on the path of destruction, even though the extent of negative possibilities in known, makes these effects immoral. It is assumed that critical theory and literature related to it will help show the way to a moral condition in this matter, and the ideas of three theorists--Habermas (critical theory), Rorty (liberal ironist), and Barrett (moral will)--are examined. It is concluded that we must achieve a balanced use of technology so that schools, people, and life are in moral and physical balance, and too many unnecessary and intentional deaths may be

Education; Profiles; *Schools of Education; School Surveys; Standards; Tables (Data); *Teacher Education Programs

This study investigated curriculum media centers (CMCs), i.e., centers that provide print and non-print materials, equipment, and support services to faculty and students in teacher education programs. Questionnaires were sent to CMC coordinators/directors and college executives at 103 selected institutions that prepare elementary, middle, and secondary school teacher candidates in 19 states representing the membership of the North Central Association (Arizona, Arkansas, Colorado, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, New Mexico, North Dakota, Ohio, Oklahoma, South Dakota, West Virginia, Wisconsin, and Wyoming). The findings of this study are based on an 81% rate of response from the CMC college executives and 79% from coordinators. Objectives of the survey were to: (1) provide information to administrators for planning and managing CMCs; (2) obtain data on CMC staff, services, facilities, and collections; (3) determine strategies for developing instructional media support via the CMC in the implementation of teacher education programs; (4) examine the effect of National Council for Accreditation of Teacher Education (NCATE) standards on CMCs; and (5) develop a media management model to improve planning and integration of CMCs in teacher education programs. Data reported include a descriptive profile of CMCs, information on preservice and inservice teacher education classes scheduled in the CMC, and perceptions of barriers to change in CMCs. Implications for CMC planning are presented. (7 references) (MES)

ED 348 031 IR 015 768

Thalheimer, Will; And Others
Multiple Feedback Mechanisms in a Business Simulation.
PUB DATE- Feb 92
NOTE- 20p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology and Sponsored by the Research and Theory Division; see IR 015 706.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Education; *Computer Assisted Instruction; *Computer Simulation; Computer Software Development; Courseware; Educational Objectives; *Feedback; High Schools; High School Students; *Instructional Design; Microcomputers; *Role Playing

This paper discusses the development of computer-based business simulations designed to prepare high school students for entry-level jobs in business, and explores the implementation of feedback mechanisms in simulations. Reasons why simulations are an appropriate type of media for this application, the nature of feedback, and research on feedback are considered. An overview of the Classroom, Inc. Project is then presented, including descriptions of the computer-based simulations and activities augmenting the simulation. The following instructional goals and ways that the goals are addressed by the simulations are examined: (1) give students experience with the language of the corporate world; (2) give students a feel for the major structural features of a business entity; (3) introduce students to contingencies in the business environment; and (4) show students how these contingencies are

(070),Reports - Research/Technical (143)
DESCRIPTORS- Academic Libraries; Economic Impact; Foreign Countries; Higher Education; *Library Collection Development; *Library Expenditures; Library Personnel; Library Research; *Library Statistics; *Medical Libraries; Medical Schools; Research Libraries; *Salaries; Serials; *Trend Analysis
IDENTIFIERS- Canada; United States

The analyses reported here on the growth and change of medical school libraries are based on the annual statistics of 67 U.S. and Canadian medical school libraries, 1975-89, and 4 primary statistics from "parent," main campus libraries, all of them members of the Association of Research Libraries. The results show that medical school library growth rates, like the rates at many other libraries, are declining, and yet the average 1975 collection will probably double by 2001. Operating expenditures have doubled in 8 years, supporting a 30% increase in staff size, even though the salary and wage portion of expenditures has declined from about 55 to 48%, while the acquisitions portion has increased from 34 to 39%. Of the total expenditures for acquisitions, serials account for a gradually increasing 75-77%, up from 72-73%, and monographs for a gradually decreasing 21-22%, down from 24-25%. The libraries' current serial receipts and "volumes added" statistics have both declined slightly, although both remain at levels well beyond their 1975 levels, and medical libraries are relatively active, growing, healthy institutions. An addendum considers 12 statistics that provide explanations for the incredible growth and prosperity of the 1950s and '60s, the rapidly dwindling fortunes that followed, and the modest improvements that came during the 1980s. These statistics show clearly that librarians who blame budget cuts, materials/serials prices, inflation, and austerity for the hardships endured in recent years are seriously oversimplifying the problem. (17 references) (KRN)

ED 348 051 IR 054 090

Census, CD-ROM, and You! New Horizons for Microcomputer Users of Census Bureau Data.
PUB DATE- 92
NOTE- 26p.; Data tables have extremely small type.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Census Figures; Electronic Publishing; Government Publications; *Information Retrieval; *Microcomputers; *Numeric Databases; *Optical Data Disks; Research Tools
IDENTIFIERS- Bureau of the Census

This introductory guide to Census Bureau data that is currently available to microcomputer users on compact disc (CD-ROM) begins by explaining the types of information available, how CD-ROM works, and the hardware and software required to access the databases using a microcomputer. Descriptions of data currently available on CD-ROM include individual disks containing data on specific topics covered by the 1990 Census of Population and Housing, the most recent (1987) Economic Census, and the 1990 TIGER/Line Census. Options that enable microcomputer users to load subsets of the large files into spreadsheets, graphics packages, and other commercial software are also described. Ways in which economic and county and city data can be used are suggested, and sample tables displaying data on the balance of trade are provided. It is also noted that maps can be created from TIGER/LINE data with special software. A brief review of other information and/or publications available from the Bureau

Barnett, Lynn, Ed.; Houston, Jim, Ed.

ERIC Indexing Handbook (Clearinghouse Indexing Practices). ERIC Processing Manual, Appendix C.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 92

NOTE- 123p.; Loose-leaf, updated continuously. Appendix C in the ERIC Processing Manual (IR 054 276). Prepared under the auspices of the ERIC Steering Committee for Technical Operations.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - General (130)

DESCRIPTORS- Check Lists; *Clearinghouses; Databases; Decentralization; Documentation; *Indexing; Information Retrieval; Information Storage; Library Technical Processes; Specialization; *Subject Index Terms

IDENTIFIERS- *Educational Information; *ERIC

Subject indexing in ERIC is performed by subject specialists across 16 geographically dispersed ERIC Clearinghouses, each responsible for a different niche or aspect of educational information. This phenomenon, combined with the broadness of the education field and variability of terminology therein, has led to the development at the Clearinghouses of some unique indexing applications and patterns that are particularly suitable for retrieving their own particular subsets of the educational literature. However, Clearinghouse scope areas (areas of coverage) are not isolated entities, and any given scope area can overlap with others on any given document. Indexers handling documents with scope overlaps need to be aware and have access to the indexing practices of others outside their immediate field of expertise. This handbook was designed to satisfy these needs. It contains summaries of in-house, scope-specific indexing practices, Clearinghouse-by-Clearinghouse, prepared by the indexing supervisor(s) at each Clearinghouse. Routine updates are anticipated as Clearinghouses refine or expand their instructions for new indexers or as the system as a whole changes. The handbook also contains a summary of important ERIC indexing reminders, based on comments and discussions at ERIC technical meetings. The handbook recognizes that indexing and retrieval go hand-in-hand, and ERIC searchers will find the handbook useful when accessing subject areas that crisscross Clearinghouse scope areas. It also recognizes that indexing is not an isolated task in a database like ERIC. The assignment of Descriptors and Identifiers, for instance, is closely related to the decision-making process in assigning Publication Types and Target Audiences, and guidelines are included in the handbook for these latter tasks, as well. This handbook supplements ERIC Processing Manual, Section 7--"Indexing" (IR 054 283). Other materials that should accompany usage of the handbook are the "ERIC Clearinghouse Scope of Interest Guide" (ERIC Processing Manual, Appendix A (IR 054 288)), the "Thesaurus of ERIC Descriptors," and the "ERIC Identifier Authority List (IAL)." (JH)

ED 348 070 IR 054 291

Brandhorst, Ted, Ed.; And Others

Glossary of Terms (with Acronym List). ERIC Processing Manual.

School Relationship; Higher Education; *Institutional Cooperation; Minority Groups; School Community Relationship; Transfer Programs; Two Year Colleges; Universities; Urban Education; *Urban Programs
IDENTIFIERS- *National Center for Urban Partnerships

An overview is provided of the development and activities of the National Center for Urban Partnerships, located on the Bronx Community College (BCC) campus in New York. Introductory comments describe the Center as a consortium of cities committed to improving student transfer through community-wide efforts, and outline the four conditions for joining the consortium; these include designating an oversight leader; obtaining representation from top-level individuals in government, schools, colleges, business, and community-based organizations; developing strategic plans to help significant numbers of underserved, urban students prepare for and obtain postsecondary degrees; and participating in data-gathering efforts. The bulk of the paper consists of summaries of structure, accomplishments, and goals of each of the 11 participating city networks, including: (1) the Bronx Education Alliance at BCC; (2) the Denver Network at the Community College of Denver, Colorado; (3) the Houston Networks Team at Houston Community College, Texas; (4) the Memphis Team at Memphis State University, Tennessee; (5) the Miami-Dade Networks Team at Miami-Dade Community College, Florida; (6) the Newark Team at Essex County College, New Jersey; (7) the Northern Alameda County Regional Alliance for Educational Development at Peralta Community College District, Oakland, California; (8) the Phoenix Think Tank at Maricopa County Community College District, Tempe, Arizona; (9) the Santa Ana Networks Team at Rancho Santiago College, California; (10) the Queens Urban Partnership at LaGuardia Community College, Long Island City, New York; and (11) the Seattle Coalition for Educational Equity at Seattle Community College District, Washington. (PAA)

ED 348 087 JC 920 379

Follow-Up Survey of Participants in Preparing for Profit (PREP).
SPONS. AGENCY- La Guardia Community Coll., Long Island City, N.Y.
PUB DATE- 1 Jun 92
NOTE- 36p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Business Administration; Business Education; Community Colleges; Cooperative Programs; *Entrepreneurship; Females; Followup Studies; Job Training; Marketing; Minority Groups; Postsecondary Education; Program Evaluation; Questionnaires; *School Business Relationship; Seminars; *Small Businesses; Two Year Colleges
IDENTIFIERS- *Minority Owned Businesses; Preparing for Profit; *Women Owned Businesses

Established as a pilot project in 1991, Preparing for Profit (PREP) was a four-session entrepreneurial training seminar offered by LaGuardia Community College/City University of New York, the New York Metropolitan Transportation Authority, and Coopers & Lybrand. PREP was designed to enhance opportunities for minority- and women-owned businesses to obtain certification by public agencies and, ultimately, to win contracts. In order to evaluate program outcomes, a survey was conducted of all 146 participants completing PREP in 1991. Highlighted findings, based on a 39% response rate, included placement testing to enrollment in the recommended writing course, through enrollment and completion of college-level courses. A total of 5,644 first-year students were tested during the 2-year period, including 750 (13%) who were advised to take pre-college level writing. Among these students, 232 (31%) followed the placement advice; of these, 167 (72%) subsequently enrolled in a college-level course. Study findings included the following: (1) while Whites constituted 58% of the tested population, they comprised only 35% of the students recommended for pre-college-level writing; (2) Asians and Hispanics comprised 6% and 18% of the tested population, respectively, but accounted for 12% and 29% of the students recommended for pre-college-level writing; (3) 43 out of 90 Asian students followed placement advice compared with only 61 of 260 White students recommended for pre-college-level writing; (4) there were no differences found among ethnic groups in persistence from pre-college-level writing to college-level courses; and (5) 67% of the study population successfully completed a college-level course, compared to a college-wide average of 60%. Data tables are included. (PAA)

ED 348 103 JC 920 399

Vaughan, George B.; And Others
Dilemmas of Leadership: Decision Making and Ethics in the Community College.
PUB DATE- 92
NOTE- 244p.; Foreword by Clark Kerr.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Administrator Role; *College Environment; *College Presidents; Community Colleges; Decision Making; *Ethics; *Governing Boards; *Leadership; Moral Values; School Business Relationship; Two Year Colleges

Focusing primarily on issues that can be directly influenced by actions of the governing board or president, the nine chapters of this book explore the ethical dilemmas of leadership in today's community colleges. In "Leaders on a Tightrope: The Risks and Tensions of Community College Leadership," George B. Vaughan provides an overview of some of the ethical dilemmas leaders face in education. Next, in "The Fear of Knowing and the Ethics of Ignoring," Arthur M. Cohen examines a guiding ethos of community colleges and the ways in which data are collected and employed. In "The President as Moral Leader," Daniel F. Moriarty places the responsibility for ethical practices directly with the president. Next, Florence B. Brawer looks at the need for community colleges to clearly enunciate criteria for ethical behavior in the chapter called "Ethics in Instructional Programs." In "Academic Scruples: Faculty and Personnel Issues," Joseph N. Hankin offers examples of ethical dilemmas in student services, curricula, instructional activities, governance and college/community relations, budget and finance, and personnel matters. "Business and Community Linkages," by Karen A. Bowyer, examines the positive and negative results of these partnerships, pointing out pitfalls to avoid. Next, "Trustees and Governing Boards," by Gary W. Davis, focuses on the role of these entities in setting an institution's ethical tone. "Selecting and Developing Community College Leaders," by Charles B. Neff, evaluates the ethical commitments inherent in the presidential search process. Finally, in "The Importance of Ethics in Good Administrative Practice," James B. Tatum sums up points made in the previous chapters and criticizes trustees and presidents for skirting respondents were over 21, continuing students, enrolled full-time, and had higher grade point averages; (3) 35.1% of all Hispanic students failed to maintain a grade point average of 2.0 (4-point scale); (4) nearly 70% of OC's Hispanic students identified themselves as Mexican-American, Chicano, or Mexicano; (5) nearly 40% of respondents felt that high school did little to prepare them for college; (6) of all matriculant groups at OC, Mexican-American students had the lowest retention rates after Native Americans; (7) there was a positive correlation between respondents' family income and grade point average; and (8) academically successful respondents reported taking greater advantage of student services such as financial aid and counseling. Data tables, recommendations, and the survey instrument are included. (PAA)

ED 348 120 JC 920 421

Bohrer, Bruce; Lucas, John A.
A Study of Students Who Applied but Did Not Enroll at Harper for the Fall 1990 Semester. Volume XIX, No. 8.
PUB DATE- 1 Mar 91
NOTE- 15p.; For a 1982 study, see ED 226 806.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Numerical/Quantitative Data (110)
DESCRIPTORS- *College Applicants; College Choice; Community Colleges; *Enrollment Influences; *No Shows; Questionnaires; School Registration; School Surveys; *Student Attitudes; Two Year Colleges; *Two Year College Students
IDENTIFIERS- William Rainey Harper College IL

A survey was conducted at William Rainey Harper College (WRHC) in Palatine, Illinois, to determine the reasons why nearly 16% of the students who applied to the college for fall 1990 did not register by the first week of classes. Results were compared to those of a similar study conducted of 1982 no shows. A sample of 300 of the 854 fall 1990 no-shows were selected for telephone interviews. Survey findings, based on a 76% response rate, included the following: (1) only 20% of respondents had decided definitely not to attend WRHC, down from 34% in 1982; (2) 3% of the students had enrolled after the first week of the fall 1990 semester; (3) 38% stated that they planned to attend WRHC within the next year, compared to 20% of the 1982 respondents; (4) one-sixth of respondents reported institutional barriers to enrollment, such as filled or canceled courses, time conflicts, or not enough transfer credit, compared to one-fourth in 1982; and (5) 31% of no-shows were attending other colleges, with 36% of those attending other community colleges, compared to 17% in 1982. Detailed results and the survey instrument are included. (MAB)

ED 348 121 JC 920 423

Holt, Marianne; Lucas, John A.
Follow-Up Study of 1990 Dental Hygiene Graduates. Volume XX, No. 1.
PUB DATE- 6 Sep 91
NOTE- 21p.; For the 1990 follow-up of dental hygiene graduates, see ED 328 306.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments

Preschoolers were taped while individually interacting with each of their parents. Tapes were transcribed and the language forms used by children and parents were counted. These forms included constructions involving the contraction "let's"; colloquial lexical items such as "whatchamacallit"; tag questions such as "You're going, aren't you?"; direct commands; and polite forms. Compared to mothers, fathers used more constructions involving "let's" when speaking to their children. When speaking to their daughters, fathers used more colloquial lexical items and tag questions than did mothers. Regardless of the gender of the parent with whom they were speaking, girls used more direct commands and colloquial lexical items than did boys. Compared to boys, girls asked more questions when speaking to their mothers and more polite forms when speaking to their fathers. A reference list of 12 items is appended. (BC)

ED 348 138 PS 020 430

How We Think and Learn. Lecture Series.
SPONS. AGENCY- Department of Education, Washington, DC.; National Council on Vocational Education, Washington, DC.
PUB DATE- Jul 91
NOTE- 125p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Computer Uses in Education; *Educational Change; Educational Objectives; Electronics; Elementary Secondary Education; *Intelligence; *Learning; *Learning Theories; Literacy; Nonformal Education; Student Motivation; Theory Practice Relationship; *Thinking Skills
IDENTIFIERS- Childrens Museums; Mediated Learning Experience; Multiple Intelligences

A lecture series was conducted in 1989 to present information on learning theories by learning theorists. This document contains short texts of the lectures; full texts are available on request. In lecture 1, Robert Chase discusses educational reform and Bonnie Guiton examines educational goals from the perspective of White House policy. In lecture 2, David Perkins considers thinking skills in the context of three types of intelligence, which he calls neural, experiential, and reflective. The differences in thinking and learning that occur in various contexts is examined in lecture 3 by John Seeley Brown. Reuven Feuerstein, in lecture 4, recounts the theory of mediated learning experience, which he developed. In lecture 5, Mihaly Csikszentmihalyi examines the role of student motivation in literacy learning. In lecture 6, Howard Gardner explains the seven domains of intelligence in his theory of multiple intelligences. Various types of electronic technologies that are being adopted for use in schools are reviewed by Bob Hughes in lecture 7. In lecture 8, Michael Templeton discusses informal education. A concluding section presents an overview of the lectures and applies the theories examined in the lectures to practices used in children's museums. (BC)

ED 348 139 PS 020 516

Kuchner, Joan F.
The Humor of Young Children.
PUB DATE- 4 May 91
NOTE- 22p.; Paper presented at the Meeting of the National Association for the Education of Young Children (Uniondale, NY, May 4, 1991).
LANGUAGE- English

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cross Cultural Training; *Cultural Awareness; *Cultural Differences; Cultural Pluralism; *Curriculum Development; Holidays; *Inservice Teacher Education; *Multicultural Education; Racial Attitudes; Teachers; Teacher Workshops
IDENTIFIERS- Active Learning; *Curriculum Implementation

This trainer's guide describes a workshop that helps teachers implement the multicultural curriculum described in a companion text "Roots & Wings: Affirming Culture in Early Childhood Programs." Introductory sections of the guide discuss the importance of multicultural education, the use of an active learning approach in training teachers to implement multicultural education, and the role of the teacher trainer in a multicultural education workshop. The bulk of the guide outlines the 11 workshop sessions. Sessions cover: (1) introductory material; (2) a definition of multicultural education; (3) teachers' racial awareness; (4) actions to take and avoid in the implementation of a multicultural curriculum; (5) classrooms that support cultural diversity; (6) development of a multicultural curriculum; (7) activities for teaching multicultural awareness; (8) the holidays and celebrations of people of various cultures and ethnicities; (9) children's perspectives of race; (10) culturally responsive child care; and (11) discussions with children on the topic of cultural differences. Workshop sessions typically follow a format of presentation of a problem and its social context; critical reflection; practical application; journal writing; the use of affirmative statements relating to the problem; and additional activities. A total of 47 handouts are included throughout the individual lessons. A 42-item bibliography is appended. (BC)

ED 348 158   PS 020 722

An Opinion Maker's Guide to Children in Election Year 1992: Leave No Child Behind.
PUB DATE- 91
NOTE- 96p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescents; *At Risk Persons; *Child Advocacy; Child Health; Children; *Child Welfare; Citizen Role; Elementary Secondary Education; Expenditures; Family (Sociological Unit); Family Income; Government Role; Housing; Political Candidates; *Political Issues; Poverty; *Public Policy; School Readiness

This eight-part booklet discusses issues relevant to the lives of children in the United States today. Part 1 reports on poverty in America, suggests actions citizens can take to protect children and support families, lists risks facing America's children, and answers common objections to addressing children's issues. Part 2 lists the ranking of the United States among all nations on such measures of children's status as infant mortality rate, poverty rate, mathematical achievement, and educational expenditures. Issues that impact child welfare are examined in Part 3; these include child health, jobs and family income, poverty, the housing crisis,

PUB DATE- 90
NOTE- 160p.
LANGUAGE- English; Spanish
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Career Education; *Educational Opportunities; *Employment Opportunities; *Health Education; Health Promotion; Instructional Materials; Migrant Adult Education; *Migrant Education; Migrant Programs; Social Services; Spanish Speaking

This collection of 83 clip sheets, or classroom handouts, was created to help U.S. migrants learn more about health, careers, and general "opportunities" including education programs. They are written in both English and Spanish and are presented in an easily understandable format. Health clip-sheet topics include the following: Abuse; AIDS; Arthritis, Back Care; Medications; Birth Control; Breastfeeding; Breast Self-Exam; Cancer; Crack; Dental Health; Diabetes; Doctor's Visit; Smoking; Fetal Alcohol Syndrome; Food Poisoning; High Blood Pressure; Lice; Nutrition; Pesticides; Physical Exams; Sexually Transmitted Diseases; and Urinary Infections. Topics on "opportunities" include the following: Adult Basic Education; Alcoholics Anonymous; Armed Forces; College Assistance Migrant Program; English as a Second Language; Family Planning; Food Stamps; High School Equivalency Programs; Adult Study Programs; Job Corps; Libraries; Literacy; Social Services; Taking Phone Messages; Vocational Programs; Well Child Clinic; and Women, Infants, and Children. The careers topics include the following: Accountant; Air Conditioning, Heating, and Refrigeration; Auto Mechanic; Bank Teller; Bilingual Careers; Carpenter; Cashier; Computer Work; Construction; Cosmetologist; Day Care Work; Dental Work; Electrician; Engineering; Firefighting; Food Service; Home Health Care; Human Services; Legal Assistant; Medicine; Plumber or Pipefitter; Police Work; Restaurants; Retail Sales; Teaching; Trucking; U.S. Postal Service; and Word Processing/Typing. Each sheet includes the address of the Geneseo (New York) Migrant Center, along with a toll-free number to call for more information on migrant programs. (TES)

ED 348 178 RC 018 450

Texas Boating Basics: A Course in Better Boating. Fifth Edition.
PUB DATE- 89
NOTE- 100p.; Accompanying 16-page revised Instructor Guide is titled: "Boating Basics Instruction Guide--A Small Craft Primer."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Accidents; *Boat Operators; Course Objectives; Courses; Instructional Materials; Navigation; *Outdoor Activities; *Safety Education; Teaching Guides; Textbooks
IDENTIFIERS- *Boating; Boating Safety; Texas

This student manual and teacher's guide on boating provides basic information of boating laws, boat types, and boat operation.

school and community. (LP)

ED 348 195 RC 018 777

Loney, Paul
Teachers' Duration of Placement in Three Queensland Regions: A Discussion Paper.
PUB DATE- Feb 92
NOTE- 11p.; In: Cameron, Jim M. R., Ed.; Griffith, Dennis A., Ed. Education, Equity, and the Crisis in the Rural Community. Proceedings of the Rural Education Research Association Conference (Alice Springs, Northern Territory, Australia, February 1992); see RC 018 770.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Faculty Mobility; Foreign Countries; *Outcomes of Education; Rural Areas; Rural Education; *Rural Urban Differences; School Location; Teacher Characteristics; *Teacher Employment; Teacher Persistence; Teacher Student Relationship; Teacher Transfer; *Tenure
IDENTIFIERS- *Australia (Queensland); Isolation (Geographic)

This paper examines the tenure of teachers in the South Western, North Western, and Sunshine Coast regions of Australia. These regions provide contrasts of isolation, climate, and apparent attractiveness. Research indicates that rapid teacher turnover in rural areas is a significant concern. Data collected since 1975 suggest that the average days of teacher service do not differ significantly across the three regions; however, teacher length of service was greater for the Sunshine Coast region when compared to the other regions. Teachers' average ages by gender on arrival and departure are older in the Sunshine Coast region, reflecting some returned teachers in the region. Data on applications for interregional transfer indicate that 16 percent of North Western and almost 16 percent of South Western teachers request transfers. The most sought-after region is the Metropolitan East with the Sunshine Coast being the second most popular preference of transfer. This study concludes that: (1) rural schools do not necessarily experience reduced educational outcomes as a result of higher teacher turnover; (2) larger urban schools may show deficits in the quality of student-teacher relationships even with lower teacher turnovers; (3) 2-3 year periods of service in rural schools are not necessarily disadvantageous educationally, as the enthusiasm of younger teachers may outweigh the advantage of longer-serving teachers; and (4) coastal/urban schools' teacher turnover rates seem higher than publicly perceived. (LP)

ED 348 196 RC 018 904

Oliver, Jenny Penney; Howley, Craig
Charting New Maps: Multicultural Education in Rural Schools. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Community Education; *Cultural Awareness; *Cultural

ED 348 213 SE 052 284

Science. A Guide to Curriculum Development.
PUB DATE- 91
NOTE- 128p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cooperative Planning; *Curriculum Development; Educational Equipment; Educational Technology; Elementary School Science; Elementary Secondary Education; Facility Planning; Inservice Education; *Integrated Curriculum; Interdisciplinary Approach; Laboratory Safety; Professional Development; Program Design; *Resource Materials; Safety Equipment; School Business Relationship; School Community Relationship; *Science Curriculum; *Science Education; Science Instruction; Secondary School Science; Special Needs Students; *State Curriculum Guides
IDENTIFIERS- Connecticut; Performance Based Evaluation

The purpose of this guide is to aid K-12 curriculum planners in the development and implementation of well-defined programs of study in science suitable for their local school districts. Among the national trends reflected in this guide are the interdisciplinary approach; the use of performance-based student assessments; the utilization of diverse philanthropic, commercial, and scientific organizations to provide for academic enrichment; and the expanded use of appropriate educational technologies both in science and across other domains. This guide has the following contents, by chapter: (1) rationale, purpose, and the 14 steps in the suggested process; (2) philosophy, goals, and objectives of a typical program with examples of each category for elementary, middle, and secondary schools; (3) importance of up-to-date programs, suggested time allotments, and patterns and electives within a science program; (4) specific objectives within life science, physical science, and earth science for the attitudes, skills, and understanding of students completing grades 3, 6, 8, and 12; (5) requirements and materials for students with special needs; (6) planning essential for self-contained classrooms, science centers, and laboratories; (7) school safety programs and teacher responsibilities; (8) laboratory equipment, computer hardware and software, other interactive devices, and textbooks; (9) community interaction through field trips, consultants, internships, and clubs; (10) evaluation, assessment, and test instruments; (11) sources for the professional inservice development of teachers; and (12) appendices that include the following: statewide educational goals; pertinent legislation; examples of instructional units; the domains, skills, and concepts for Connecticut secondary schools science subjects; suggested criteria for textbook selection; laboratory safety rules form; instate field trip sites; state and national events of interest; state policy on academic freedom and public education; and a list of Connecticut's regional educational service centers. Lists of references and resources are furnished with each chapter, as appropriate. (JJK)

ED 348 214 SE 052 364

that can help states and communities meet the short-term and long-term challenges of developing community-oriented financing for early intervention and preschool special education services. It is intended for state officials, advocates, and task force members who carry out or assist with financial planning on a statewide, regional, or local community basis. An introductory chapter provides background information on the provisions of the Education of the Handicapped Act Amendments 1986 (Public Law 99-457) that relate to financing, followed by a chapter which provides an overview of the planning and implementation process. The workbook then presents a seven-step interagency planning and implementation process. The steps are: (1) involving key stakeholders and advocates in the planning process; (2) charting the course with a vision of an ideal service system; (3) defining the comprehensive service system; (4) identifying the existing service and financing system; (5) identifying and analyzing problem areas in the existing system; (6) developing strategies for changing the financing system; and (7) implementing changes in the financing and delivery system. Appendices contain: (1) a financing matrix designed to help states and communities to structure a systematic approach to understanding the interrelationships between a state's various financing resources and its system of services; (2) an annotated list of federal and other potential funding resources; and (3) a list of 28 additional resource materials. (JDD)

with the development of forms of classroom technology (i.e., videos, etc.) that bypass teachers whose own use of an internationally intelligible variety of English is defective and who provide a poor model for their pupils. (JL)

ED 347 795 FL 019 465

Smith, Larry E.
Standards in World Englishes.
PUB DATE- 91
NOTE- 10p.; In: Tickoo, Makhan L., Ed. Languages & Standards: Issues, Attitudes, Case Studies; see FL 019 461.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *English (Second Language); Foreign Countries; *Intercultural Communication; *Language Standardization
IDENTIFIERS- *World English

This paper notes that, although the use of English as the primary language of international or cross-cultural communications The discussion focuses on 20 comparisons made between the ethnic and cultural identity has led to a decrease in the number of countries where it is also considered a "national" language. Although the dominance of English in commercial, technical, scientific, and political spheres has led many countries to adopt the language as the means of wider communication with the world, its use in these contexts does not indicate a desire to imitate the culture, philosophy, or lifestyle of native-English speaking countries. It is argued that the use of English in these spheres should not be governed by the phonological, linguistic, or cultural "chauvinism" of native speakers, but that English standards for international or intercultural communications should be based on intelligibility, grammatical acceptability, and social appropriateness. Guidelines for the use of English in cross-cultural communications, both for speaking and listening, are also presented. (JL) reported. The purposes of the study were to: (1) analyze the transfers from Thai to English caused by linguistic (syntax, lexis, meaning), organizational (sequence of development), style (genre, tone), and field (topic, function) factors; (2) compare the language transfers in descriptive, explanatory, and persuasive types of discourse; and (3) map patterns of transfers for application purposes. Data were collected from 15 English major students from Chulalongkorn University (Thailand) who translated Thai passages into English that illustrated the three types of discourse. It was found that the students were more successful with explanatory discourse than with descriptive or persuasive discourse. Weaknesses indicated a tendency to translate word-by-word rather than by meaning. It is concluded that criteria for successful translation are compound bilingualism and knowledge and interpretive skills of all language registers in the native language. Contains 4 references. (LB)

ED 347 821 FL 020 393

Carduner, Marianne
A Curriculum for a Pre-beginning Class at the Centro Cultural Costarricense Norteamericano in San Jose, Costa Rica.
PUB DATE- Apr 92
NOTE- 80p.; Master's Thesis, School for International Training.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; Curriculum Development; *English (Second Language); Foreign Countries; *Introductory Courses; Language Skills; Lesson Plans; *Second Language Instruction; Student Placement; Teaching Methods; Tests
IDENTIFIERS- Costa Rica

This report presents a curriculum for true beginning English-language students at the Costa Rican American Cultural Center (CCCN) that was developed specifically for students whose skills were not adequate for regular beginning "1A" classes. Information was gathered from CCCN teachers who had previously taught the target population. The goal of the new "Pre-1A" course was to familiarize students with certain elements from the 1A course to make them feel comfortable and be able to function appropriately in the 1A environment. Components of the approach include listening skill development, daily reviews, and pair and small group work. This document explains guiding principles of the course, gives the Syllabus, and presents 18 lessons. Appended are the international phonetic alphabet, explanation of procedures for techniques and activities described, and the placement test used in the study. Contains 15 references. (LB)

(2) information on compilation and structure of the textbase and frequency lists; (3) detailed description of the dictionary entries, orthography and pronunciation of the Pashto alphabet, dictionary abbreviations, and Pashto grammar; (4) Pashto-to-English dictionary samples in working draft, two-column format, and WordPerfect band format; (5) English-to-Pashto dictionary samples in working draft and two-column formats; and (6) two computer-generated and coded frequency lists, in separate volumes. (MSE)

ED 347 842 FL 020 536

Goke-Pariola, Abiodun
Africa in the "New World Order": Old Assumptions, Myths, and Reality.
PUB DATE- Mar 92
NOTE- 38p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (11th, Ypsilanti, MI, March 25-28, 1992). Appendices have uneven type quality.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Business Administration Education; *Cultural Awareness; *Cultural Differences; Cultural Traits; *Developing Nations; *Ethnic Bias; Foreign Countries; Global Approach; International Communication; *Multicultural Education; Professional Training; Racial Bias; *Stereotypes
IDENTIFIERS- *Africa; New World Order

Old stereotypes and prejudices about Africa and Africans are addressed in this paper on globalizing the business curriculum and internationalizing the training of professionals. It is noted that Africa continues to suffer from a tradition of neglect that includes a historical, systematic exclusion from the rest of the world. Examples from the works of Western scholars and the media are cited that perpetuate the stereotypes and misunderstandings. Themes and objectives are presented that should underlie any teaching about Africa. They include the following: the distinction between myth and fact; all peoples have a significant past; all peoples must deal with similar basic problems; the importance of family and kinship in shaping a society's structure and character; characteristics of a society that are related to the physical environment; differing cultural patterns; and patterns of acceptable individual and group behavior and means for their enforcement. Instructional units are suggested. (LB)

Capital finance in institutions of higher education is analyzed in light of changes in the Tax Reform Act of 1986 affecting the ability of institutions to finance capital projects and the likelihood of changes in the government's view of tax-exempt financing. The options for colleges and universities are analyzed in the following areas: (1) conventional alternatives (proactive consideration of the term and security structure of debt, leasing as an alternative to traditional bond financing, understanding the taxable municipal market, credit support, private placements, credit market developments, technique developments, and following professional issues to anticipate problems and seize opportunities); (2) innovative alternatives (address your institution's credit standing; review new sources of state assistance; consider emerging corporate finance concepts; and selectively consider foreign-dominated debt or overseas issuances); and (3) ambitious alternatives (corporate spinoffs and forming systems). Developing an action plan is also discussed. (KM)

ED 347 883 HE 025 646

Brandon, Paul R.; And Others
Program Topics Identified by Faculty and Students as Important for Program Evaluation in a Problem-Based Medical School Curriculum.
PUB DATE- Apr 92
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Evaluation; *Evaluation Needs; Evaluation Research; Higher Education; *Medical Education; *Medical School Faculty; Medical Schools; *Medical Students; Nontraditional Education; *Program Evaluation
IDENTIFIERS- *Problem Centered Curriculum; *University of Hawaii Manoa

In the course of developing a program evaluation scheme, a study was done of program topics identified as important to problem-based learning (PBL) by faculty and students at the John A. Burns School of Medicine (JABSOM) at the University of Hawaii (Manoa) where a PBL curriculum is used. The study interviewed and surveyed key stakeholders, asking about the program topics an evaluation should address and priorities among the suggested topics. Data were collected from 8 basic science and 8 clinical faculty involved in the planning and administration of the curriculum and 10 students. In addition, about 40 first-year students and 25 second-year students participated in separate group interviews. The results were content analyzed and summarized into 43 program topics in 9 categories. A second survey was done to collect responses on how the topics should be prioritized. This process revealed some differences between faculty and students in ranking of topics and eventually resulted in the following ranking for the top half of the scale (51-100): (1) tenets of the program; (2) understanding and practice of PBL; (3) knowledge and skills; (4) competent, caring, ethical, and well-adjusted physicians; (5) psychosocial and population knowledge; (6) congruence and consistency of curricular methods; (7) affective environment; (8) student assessment; and (9) teaching environment. Included are 1 table, an appendix containing results, and 16 references. (JB)

University Conference on Languages and Communication for World Business and the Professions (11th, Ypsilanti, MI, March 25-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Reports - General (140),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; *Business Communication; *Communication Skills; *Cultural Awareness; *Cultural Context; Empathy; Foreign Countries; Foreign Culture; Higher Education; Instructional Design; *Intercultural Communication; International Education; Learning Experience; Postsecondary Education; Social Values

This paper discusses the problems surrounding intercultural business communication as well as approaches to teaching college level business students appropriate communication skills for intercultural settings. Considered are the classification of countries by cultural context, i.e. how large a role culture, social values, and traditional social customs play in business dealings, and problems associated with doing business in high- and low-context culture countries. Also presented are means by which the teacher can enhance the learning experience for international students to improve their communication skills for the international marketplace. Finally, pedagogical principles for teaching intercultural communication skills for communicating in the global village of business are presented. It is noted that the prevailing concept in international and intercultural communication is empathy, and as the world develops into a global village, empathy for cultural orientation is vital for the business person. (GLR)

*Educational Quality; *Educational Trends; *Enrollment Trends; Financial Exigency; *Higher Education; Multicultural Education; Retrenchment; Student Financial Aid; Surveys; Trend Analysis; Universities

This report focuses on changes affecting all colleges and universities, as well as changes affecting the following institutional types: two- and four-year public institutions and four-year independent institutions. Tables show the results of a survey of 411 colleges and universities concerning academic and administrative practices. Special emphasis is on financial circumstances facing American higher education. Campus administrators describe the short-term impact of recent financial constraints and also identify some potential long-term consequences. Other changes discussed are enrollment, curriculum, faculty hiring, and assessment activities. New information is also given on the use of mechanisms for reviewing academic programs and ensuring their quality. Among the findings are the following: (1) serious and widespread funding problems are present in higher education while enrollment is increasing, especially in response to changing workforce needs; (2) community colleges are experiencing the greatest growth; (3) enrollment trends are growing at most institutions in the part-time, older-than-age-25 and graduate categories; (4) enrollment by traditional-age students is increasing; (5) affordability of college study is a growing problem (60 percent of the institutions reporting an increased number of students requiring full financial support); and (6) American colleges are moving ahead with new initiatives to strengthen undergraduate instruction, enhance educational quality, and provide linkages with foreign universities. Appendices contain the survey questionnaire and technical notes. (GLR) receive fees from some lenders, it receives them from other lenders long after they are collected from students, and the Department's collection practices discourage prompt remittances. The study suggested that the Department of Education could correct the situation by collecting fees from lenders within 15 days of loan disbursement. Included are appendixes with technical information on the study, five tables and four figures. (JB)

ED 347 942 HE 025 706

Guaranteed Student Loans: Eliminating Interest Rate Floors Could Generate Substantial Savings. Report to the Honorable George D. Mitchell, U.S. Senate.
PUB DATE- Jul 92
NOTE- 16p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Finance; *Federal Government; Higher Education; Program Administration; *Student Loan Programs
IDENTIFIERS- *Interest Rates; *Stafford Student Loan Program

A study was done of how interest rate floors on certain guaranteed student loans affect the federal government's and students' costs when rates on short-term government securities decline. The study developed cost comparisons using fixed and variable loan interest rates. For comparison Department of Education projections of loan volumes for fiscal year 1992-97 were used. The results indicated that establishing a variable interest rate structure for guaranteed student loans, while retaining the current caps, could save the federal government and student borrowers several hundred million dollars in future interest payments. Recent declines in the Treasury bill yields have caused interest rates to fall on certain kinds of loans under the Stafford Student Loan Program but not on others. Of the loans in the Stafford Student Loan Program, Stafford and consolidation loans have interest rate floors that prevent borrowers and the government from benefiting when Treasury Bill yields drop. If the loan programs that now have interest rate floors were to have variable interest rates, the federal government and student borrowers could pay in fiscal year 1992 about $100 million and $143 million less in interest payments respectively. Included are two figures and two appendixes (JB) the athletic teams, the band, and the school newspaper and yearbook. Finally, the Southfield School District cooperates with the Tri-County Education Service Center, a regional center serving 48 districts, in computerized test scoring, test question generation, software previews, and pilot projects. Six school and service center officials who can provide additional information are listed. (EW)

ED 347 962 IR 013 592

Hill, Ida J.
Distance Learning in Virginia: Electronic Classroom.
PUB DATE- Nov 87
NOTE- 10p.; Paper presented at the Institute for the Transfer of Technology of the National School Board Association (Dallas, TX, November 1987).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advanced Placement Programs; *Communications Satellites; *Distance Education; *Educational Technology; High Schools; Pilot Projects; School Surveys; *State Aid; *State Programs; *Telecourses
IDENTIFIERS- *Virginia

In Virginia, distance learning means the "Electronic Classroom," which is a distance education program of two-way audio and one-way video broadcast transmission of instruction from Varina High School (since September 1984) and Wise Vocational-Technical School (since September 1987). Each distance learning receive classroom is equipped with a television set, a videocassette recorder/player, a programmable telephone, and, in pilot schools only, facsimile equipment. These classrooms provide access to courses in advanced placement calculus, advanced placement English and composition, and Latin I and Latin II (in central Virginia). Many of the costs for the program are borne by the State Department of Education, and it serves 56 schools in 30 school divisions. In 1989-90, the program will be offered via satellite, and currently a pilot project is underway involving schools that are unable to receive the public broadcast signal. Recent legislative action will provide state funding for both satellite receipt systems for all secondary schools and statewide implementation of the Electronic Classroom program. A task force has been working on a 5-year plan for technology since October 1987, and pilot projects involving the Electronic Classroom for instruction on Japanese culture and reading comprehension have been completed. (EW)

Attitudes; *Teacher Attitudes; Television Viewing
IDENTIFIERS- *Channel One

Whittle Communication's Channel One is an educational broadcast service designed specifically for teenagers. This 12-minute daily broadcast claims to deliver top-quality news and information to schools, via satellite, with state-of-the-art production techniques. By creating a program that is completely original, Channel One hopes to consistently deliver riveting, age-appropriate coverage to an audience lacking in consistent news viewership. The purpose of this study was to describe student and teacher attentiveness to Channel One, and the perceived educational value and the quality of the presentation of Channel One within the Lakota School District of northwestern Ohio. A self-report questionnaire was used to survey all students (n=512) and teachers (n=33) at the junior and senior high schools. The results show that the mean viewing time of Channel One by students is 8.5 minutes, and that 74.8% of the students supported Channel One's claim that the service provides new ideas to think about. However, 78.9% of the students do not seek out more information about a topic shown on Channel One. In terms of the presentation of Channel One, 72.6% of the students rated the overall quality of the programming to be good or excellent. The average viewing time for teachers was 10 minutes, with 87.9% indicating that Channel One provides new ideas to think about. Ninety-seven percent of the teachers stated that the overall quality of Channel One was good or excellent. Overall, the analysis of the data seems to support the effectiveness of Channel One increasing students' awareness of news and current events. Data for the study are displayed in five tables. (11 references) (Author/BBM)

DESCRIPTORS- Art; Definitions; *Educational Technology;
Educational Theories; Engineering; Literature Reviews;
*Metaphors
IDENTIFIERS- Conceptual Studies

Designed to analyze the term educational technology and to demonstrate that multiple conceptions of it exist simultaneously, this paper has four major objectives: (1) to present the importance of conceptual analysis for investigations in the field of educational technology; (2) to demonstrate that the use of metaphor is appropriate for investigating the concept of educational technology; (3) to provide a theoretical framework for the choice of the metaphors--art, craft, science, and engineering--as ways of viewing education technology; and (4) to provide instances of each of the four metaphors from the literature of the field. A discussion of the philosophical basis and conceptual analysis of educational technology highlights historical and reflective interest in concepts and approaches to conceptual study, including historical and sociological approaches and approaches from linguistics and philosophy. Discussion of the study of metaphors focuses on characterizations of the practice of educational technology as an art, a craft, a science, and/or engineering with citations of examples of the metaphors from the literature of the field. It is concluded that these four characterizations of the term educational technology currently exist in the field and have been present for some time. (49 references) (BBM)

avoided. (41 references) (BBM)

ED 348 014 IR 015 751

Parkhurst, Perrin E.; And Others
Evaluation of Videodisc Modules: A Mixed Methods Approach.
PUB DATE- Feb 72
NOTE- 10p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology and Sponsored by the Research and Theory Division; see IR 015 706.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Evaluation Methods; Higher Education; Hypermedia; *Instructional Effectiveness; *Interactive Video; *Learning Modules; *Medical Students; Qualitative Research; Statistical Analysis; *Student Attitudes; Videodisks
IDENTIFIERS- *HyperCard; Neuropathology

The purpose of this study was to evaluate the design and implementation of 10 neuropathology interactive videodisc instructional (IVI) modules used by Michigan State University undergraduate medical students in the College of Osteopathic Medicine and the College of Human Medicine. The modules were developed by Michigan State University personnel in HyperCard for Macintosh computers. The evaluation strategy incorporated a mixed method approach using qualitative and quantitative data to examine levels of student acceptance for the modules; ways in which IVI modules accommodate different learner styles; and to what extent the modules facilitate the attainment of higher level learning objectives. Students rated the units highly for learning effectiveness; many students reported group interaction as beneficial; and students expressed a desire for more IVI in the curriculum. The paper concludes with recommendations for future use of interactive videodisc technology in the teaching/learning process. (13 references) (Author)

related to each other and to the goals of the business entity. The benefits of using fiction to engage the learner are considered, and objectives for feedback mechanisms are listed. Two categories of feedback mechanisms are described: within-the-fiction feedback, including follow-up scenarios, qualitative variables, financial statements, and variable-based scenarios; and outside-the-fiction feedback, including text-based feedback, what-if analysis, student discussions, and teacher-guided discussions. (16 references) (MES)

ED 348 032 IR 015 769

Thompson, Merton E.; And Others
Channel One News in the Classroom: Does It Make a Difference?
PUB DATE- Feb 92
NOTE- 6p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology and Sponsored by the Research and Theory Division; see IR 015 706.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; Commercial Television; Comparative Analysis; Correlation; *Current Events; *Educational Television; Intermediate Grades; *Locational Skills (Social Studies); *News Media; *Programing (Broadcast); School Surveys; Secondary Education; Student Attitudes; Tables (Data); Teacher Attitudes; *Television Commercials
IDENTIFIERS- *Channel One; Minnesota

This study examined the impact of Channel One programming (i.e., television news/information programs directed toward students ages 12 to 18) on students and teachers in a school district in Minnesota. Primary objectives of the study were to: (1) determine if a correlation exists between the reception of Channel One programming and knowledge of current events; (2) determine if a correlation exists between the reception of Channel One programming and ability to position U.S. locations on an outline map; and (3) assess attitudes toward Channel One commercials. An experimental group of 449 students in grades 6 through 12 and 27 teachers from 3 public school receiving Channel One and a control group of 404 students and 25 teachers from 3 public schools not receiving Channel One were surveyed. Identical surveys testing knowledge of current events and U.S. geography were administered to all participants, and an attitude survey on commercials was administered to the experimental group. Results indicated that Channel One programming has a positive impact on geography skills and that commercials are tolerated as a part of the packaging. A positive impact on knowledge of current events was also found, although this finding was not statistically significant. The report includes several data tables. (MES) of the Census on this topic concludes this guide. (KRN)

ED 348 052 IR 054 202

Lowry, Charles B.
Comparative Study of Periodical Literature Indexing: Print versus Electronic Access. Final Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 31 Jul 92
NOTE- 194p.; A College Library Technology Cooperation Grants Program Project.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Students; Comparative Analysis; Databases; *Indexes; *Information Retrieval; *Online Catalogs; *Optical Data Disks; *Periodicals; Tables (Data); *User Satisfaction (Information); Use Studies
IDENTIFIERS- Current Index to Journals in Education; Printed Materials

This 2-year project at the University of Texas at Arlington (UTA) was conducted to determine the feasibility of providing online periodical indexing to the journal holdings of the UTA libraries by demonstrating an extended use of the libraries' NOTIS Online Public Access Catalog (OPAC) to provide better access to local resources. Three approaches were used: (1) extracting journal indexing records to UTA holdings from two machine readable data files, Infotrac and CIJE, and enhancing the records by adding the UTA libraries' call numbers; (2) reformatting these records into pseudo-MARC for input into the NOTIS OPAC; and (3) conducting controlled testing of student users to compare the success and efficacy of three forms of access to periodical literature--print indexes, CD-ROM, and the local periodical (IAC) and CIJE online databases. Students in marketing and education were asked to conduct specific subject searches in the appropriate indexes and databases and produce hard copy bibliographies. They were also asked to complete a questionnaire. Data from the searches and the questionnaires were combined. It was found that neither age, grades, frequent use of the library, nor experience with electronic or print indexing systems improved the students' ability to retrieve relevant citations. It was inferred that problem analysis skills and mastery of subject vocabulary are most important in effective use of indexing systems. It was concluded that use of the IAC data files could improve the efficacy of student searching and exploitation of local resources. The project timetable, letters of documentation, and copies of the student questionnaires and bibliography grading worksheets are appended. Budget information, the application narrative, and other information from the original proposal are also included. (7 tables, 30 references) (BBM)

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 37p.; Loose-leaf, updated continuously. One module of the ERIC Processing Manual (IR 054 276).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - General (130)
DESCRIPTORS- Abbreviations; *Databases; *Definitions; Documentation; Glossaries; *Information Processing; Information Storage; Information Systems; Library Science; *Library Technical Processes; Thesauri; *Vocabulary
IDENTIFIERS- *ERIC

This Glossary contains an alphabetic list of some 291 terms used in the ERIC Processing Manual (EPM) or in connection with the generation of the ERIC database and the work of the ERIC Clearinghouses and other ERIC contractors. Each term is defined as it is used in the ERIC context. Appended to the Glossary is a list of 203 commonly-appearing acronyms, together with what they stand for. (WTB)

the following: (1) over one-third of the respondents had been certified as a minority- or woman-owned business since taking part in PREP; (2) over one and a half times more respondents had received a government contract after PREP participation; (3) 65% of the respondents currently used brochures as a marketing strategy after the training versus 39% prior to participating in PREP; (4) almost 50% more reported using business slogans after the training; (5) 40% more prepared income statements, 34% more prepared financial statements, and 25% more prepared balance sheets after PREP participation; (6) 58% reported receiving additional benefits from PREP, such as networking (53%), receiving business from other participants (21%), purchasing products or services from participants (18%), participating in joint ventures with other participants (9%), or applying for contracts with other participants (7%); and (7) of those who had purchased equipment, 50% indicated that information provided in PREP helped them choose the right system. Appendixes include the survey questionnaire and comments from participants. (JSP) ethical issues. (JMC)

ED 348 104 JC 920 400

Hurst, Darrell, Ed.; Jobin, Robert, Ed.
VCCA Journal: Journal of the Virginia Community Colleges Association, 1991.
PUB DATE- 91
NOTE- 60p.; Journal frequency is stated as "twice a year"; however, only one issue was published in 1991.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Academic Achievement; *Academic Persistence; Accounting; *Administrative Organization; College Outcomes Assessment; *College Programs; *Community Colleges; Critical Thinking; Economic Development; English Instruction; Higher Education; Intercollegiate Cooperation; *International Education; Longitudinal Studies; Minority Groups; Poetry; Program Descriptions; School Community Relationship; *Teaching Methods; Tutorial Programs; Two Year Colleges
IDENTIFIERS- *Virginia

This issue of the "VCCA Journal" contains the following articles: (1) "Dear Andrei--Dear Patricia: International Education in English Composition I," by Robert Kilmer; (2) "The Cultivation of Critical Thinking: Some Tools and Techniques," by Russell Crescimanno; (3) "Assessment Partnership: A Model for Two-Year and Four-Year College Collaboration in Student Outcomes Assessment," by David Hanson and Steve Culver; (4) "It's OK for Students To Be Hot," by Christy Simpkins, Joyce Taylor, and Bonnie Wynn; (5) "Organizing Classified Employees To Promote Themselves and Their College," by Tamyra Kennedy; (6) "A Report on Project International Emphasis: Internationalizing Our Campus," by Celeste S. Makrevis; (7) "Longitudinal Analysis of Student Progress: The Status among Virginia's Community Colleges," by Charles Sieracki; (8) "Virginians for Virginia: The Partnership between SwVCC (Southwest Virginia Community College) and the Virginia Army National Guard for Economic Development," by Charles R. King and Pat Bussard; (9) "Teaching Methods That Impact on Student Retention," by Eric Hibbison, Gayle Childers, Susan Wood, and Barbara Glenn; (10) "An American Visits the European Community," by Sallie D. Branscom; and (11) "Harrington's Corner: Beefing Up the Funding Effort," by Dick Harrington. Three poems are also included in this issue. (JMC)

(160),Numerical/Quantitative Data (110)
DESCRIPTORS- *Allied Health Occupations Education; *College Graduates; Community Colleges; *Dental Hygienists; Graduate Surveys; Job Satisfaction; Job Search Methods; Job Skills; *Outcomes of Education; *Participant Satisfaction; Program Effectiveness; Program Evaluation; Questionnaires; Salaries; *Student Attitudes; Two Year Colleges; Vocational Education; Vocational Followup
IDENTIFIERS- William Rainey Harper College IL

In a continuing effort to measure the quality of their Dental Hygiene program, explore the need for changes, and substantiate the program's goals for accreditation standards, a follow-up study was conducted of the 1990 Dental Hygiene program graduates from William Rainey Harper (WRHC) College in Palatine, Illinois. A survey was mailed to all 30 associate degree graduates, requesting information on their current employment and/or enrollment in school, employment search experience, salary/benefits, job satisfaction, job tasks, the quality of their WRHC preparation for those tasks, and suggestions for improving the WRHC program. Study findings, based on a 93% response rate, included the following: (1) all of the 28 respondents were employed in the dental hygiene field, with 21 working full-time; (2) 38% of the respondents were working in a job setting with only 1 practitioner, 55% with more than 1 practitioner, and 2 graduates were working in clinic settings; (3) respondents' search for employment typically involved 3 interviews, with 21% using the local newspaper and 54% using a personal contact; (4) 68% of the graduates were paid on an hourly basis, with a median wage of $17.50 per hour, or approximately $36,400 per year, up 7.5% from 1989 graduates; (5) 68% of the respondents were very satisfied with their chosen profession; (6) respondents reported being underprepared to perform 6 of the 41 skills for which they were trained; (7) 6 respondents indicated that they needed more periodontal experience; and (8) while only 4 graduates were currently working toward an advanced degree, two-thirds intended to do so. Detailed data tables and the survey instrument are included. (PAA)

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; Cognitive Psychology; *Creativity; Developmental Stages; *Humor; *Language Skills; Peer Relationship; Play; Preschool Children; Preschool Education; *Young Children
IDENTIFIERS- Laughter; Psychoanalytic Theory; Smiling

This paper explores the development of humor, the positive potential of young children's humor, and resources for harnessing the energy of humor. The literature on humor is dominated by two theoretical streams: psychoanalytic theory, which recognizes humor as a vehicle for expressing emotions, particularly unacceptable emotions; and cognitive theory, which suggests that humor occurs when there is a restructuring of a pattern of elements. Humor requires the same type of cognitive insight as does creative problem-solving. A theory of the development of humor formulated by Paul McGhee focuses on cognitive advances that enable a child to perceive and generate cognitive incongruities. The origins of humor can be traced to smiling and laughter, which appear during the first year of life. The humor of preschool children is connected to the total context of their language experience, and often involves distortions of, and challenges to, verbal and conversational conventions. Preschoolers' humor is more often exhibited in cooperative play and ongoing play relationships than in destructive or separate activities. Suggestions for nurturing humor in young children are offered. A reference list of 20 items is provided. (BC)

problems of adolescents, and school readiness. Part 4 presents state data for demographic and other factors, such as infant mortality according to race, children's participation in Medicaid, and poverty among children. America's ability to deal with problems affecting children is stressed in Part 5. Part 6 reports the results of polls of Americans' opinions on issues relevant to children. Part 7 poses and answers questions that relate to children's issues, and suggests questions that citizens should ask candidates running for state and federal offices. Part 8 lists steps candidates and officeholders should take to help solve problems related to children. (BC)

ED 348 159 PS 020 724

van Niekerk, Hetta, Comp.
Cognitive Development in the Southern African Context. Papers of a Seminar on Cognitive Development (Pretoria, South Africa, November 1, 1990). Occasional Paper Nr. 50.
PUB DATE- 91
NOTE- 167p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Blacks; *Cognitive Development; College Students; Demonstration Programs; Disadvantaged; Elementary Education; Elementary School Students; Elementary School Teachers; English Instruction; Foreign Countries; Higher Education; Inservice Teacher Education; Language Skills; *Program Descriptions; *Program Evaluation; Research Methodology; *Teacher Education; *Thinking Skills
IDENTIFIERS- Instrumental Enrichment; *South Africa

This book is a compilation of papers presented at a seminar on cognitive development in South Africa and one additional paper. The papers were intended to stimulate research and stress the need for program evaluations. Papers concerned: (1) an initiative to improve black primary school teachers' English language, thinking, and teaching skills, and primary school students' English language and thinking skills; (2) the evaluation of a program to improve students' English language skills; (3) a model for improving the thinking skills of economically disadvantaged students and enhancing their accessibility to various academic disciplines; (4) efforts to assist black university students who are considered underprepared for university studies; (5) a study that examined the effects of ethnicity, degree of urbanization, and geographic location on children's social interaction and language usage in the year before they enter school; (6) a project to improve teachers' ability to teach thinking skills; (7) projects that apply Feuerstein's instrumental enrichment program to the needs of teachers in training and of disadvantaged students in enrichment programs; and (8) a teacher orientation and training program that emphasizes the teachers' awareness of students' active involvement in the learning process. Reference lists are provided with individual papers. (BC)

Part I includes information on types of boats, boat hulls, and motors. Part II covers what is legally required regarding registration of boats and equipment. Part III discusses basic safety regulations, navigation rules, and navigational aids. Part IV includes a technical discussion on loading, boarding, cruising, docking, anchoring, knot tying, maintenance, courtesy, security, and storage. Part V describes how boating accidents and emergencies should be handled. It describes types of accidents, emergencies, aquatic safety, alcohol facts, distress signals, accident reporting, fires on board, and first aid. Part VI discusses weather, navigation, dams, locks, trailering, water sports, white water, and sailboats. The student textbook contains fill-in-the-blank review exercises after each section, a multiple-choice final exam, a glossary, and numerous charts and diagrams. The instructor's guide contains suggested teaching methods and teaching aids, course outlines for each section, student objectives, and answers to reviews and the test. (KS)

Education; *Cultural Pluralism; Culture; Elementary Secondary Education; *Multicultural Education; *Role of Education; Rural Education; *Rural Schools; Social Attitudes
IDENTIFIERS- ERIC Digests

This digest reviews the concepts of "culture" and "multicultural education" and advocates multicultural education for rural schools. Culture applies to any group with coherent norms and traditions that help members engage the world around them. Multicultural education seeks to create an environment in which students can understand, respect, and ultimately value cultural diversity. Multicultural education in rural schools merits attention for several reasons, including the changing character of rural life and educational needs and the increasing ethnic and cultural diversity of American society. Three considerations bear on making multicultural education work in rural schools: (1) to reduce cultural isolation and to gain a multicultural perspective, students should first learn about their own culture in order for them to understand and respect other cultures; (2) school practices to address cultural diversity are varied, but attention to the following areas are critical for success--mission, staffing, curriculum and instruction, home and community linkages, extracurricular activities, and student characteristics; and (3) evidence exists that multicultural education is important in making schooling more relevant, decreasing racial stereotyping, and increasing the self-confidence of ethnic minority students. Multicultural education can help individuals and communities value and preserve their own cultural uniqueness and can also serve the same function more generally so that the American multiculutural society values and preserves itself. (LP)

Lewis, Scott; Becker, Joseph
Scientific Reasoning: Elementary Schoolers' Evidence Based Reasoning.
PUB DATE- 91
NOTE- 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; *Critical Thinking; *Decision Making Skills; *Evaluative Thinking; Learning Processes; *Misconceptions; Primary Education; *Prior Learning; Problem Solving; Qualitative Research; Science Education; *Thinking Skills
IDENTIFIERS- *Evidence

Previous research has cast doubt on children's ability to use specified evidence when making causal inferences, or, indeed, to differentiate between the specified evidence and their own preconceptions, or "prior theories." The present study continues previous work by distinguishing between children's reasoning in conditions where sufficient or insufficient evidence is supplied, and by determining whether children appropriately change or maintain judgments when they experience reversals from sufficient evidence to insufficient evidence on a similar task. The present study extends previous work by: (1) the use of task variation designed to overcome causal reasoning compelled by the pattern of the data within task presentations; (2) the analysis of differences in reasoning between 7-year olds and 9-year olds, rather than only the latter; and (3) the utilization of both a multiple-choice format and a free-response format to minimize the "can't tell" responses. The subjects were 24 children, 12 of each age group, enrolled in a university-sponsored elementary school summer camp program. Each subject received eight tasks while individually interviewed and tape-recorded. Overall performances, in both the sufficient and insufficient evidence conditions, support the previous finding that children first relate their judgments to specified evidence when that evidence is sufficient, and only afterward might they extend this procedure to conditions where the evidence is insufficient. (JJK)

ED 348 215 SE 052 368

DeFries, Ruth S., Ed.; Malone, Thomas F., Ed.
Global Change and Our Common Future: Papers from a Forum. Papers from the Committee on Global Change, National Research Council, 1989.
PUB DATE- 89
NOTE- 227p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Conservation (Environment); Decision Making; Earth Science; *Educational Change; Environmental Education; Fuels; *Futures (of Society); Natural Resources; Public Opinion; *Public Policy; *Science and Society; Science Education; Scientific Literacy
IDENTIFIERS- Deforestation; *Global Warming; Ozone

This volume of papers includes 21 of the 38 presentations given at the Forum on Global Change and Our Common Future. The objectives of the forum were threefold: (1) to present to the public a balanced and authoritative view of the wide range of global change issues, including the science of the earth system, the impacts of global change on society, and the implications for public policy; (2) to describe developments in the emerging interdisciplinary approach to the study of the earth system, aimed toward developing the knowledge base on which rational public policy decisions on global change can be pursued; and (3) to delineate the social, political, and economic framework within which the scientific and technological issues and the policy options need to be explored. Presentations include the following: (1) "Toward a Global Environmental Policy"; (2) "Global Change and Our Common Future: The Benjamin Franklin Lecture"; (3) "Global Change and Carrying Capacity: Implications for Life on Earth"; (4) "The Earth System"; (5) "Mission to Planet Earth Revisited"; (6) "Historical Perspectives: Climatic Changes Throughout the Millennia"; (7) "Mathematical Modeling of Greenhouse Warming: How Much Do We Know?"; (8) "The Earth's Fragile Ozone Shield"; (9) "Terrestrial Ecosystems"; (10) "Human Dimensions of Global Environmental Change"; (11) "The Human Causes of Environmental Change"; (12) "What Does Global Change Mean for Society?"; (13) "Impacts of Future Sea Level Rise"; (14) "Threats to Biological Diversity as the Earth Warms"; (15) "Deforestation and Its Role in Possible Changes in the Brazilian Amazon"; (16) "Impacts of Global Change"; (17) "The Global Environment: A National Security Issue"; (18) "Implications for Public Policy: Options for Action"; (19) "View from the North"; (20) "View from the South"; (21) "Political Leadership and the Brundtland Report: What are the Implications for Public Policy?"; and (22) "Global Warming: Is It Real and Should It Be Part of a Global Change Program?". A copy of the program for the forum and a list of the committee members are appended. (KR)

ED 348 216 SE 052 513

McNeal, Betsy; Singer, Karen
Square One TV: Coding of Segments.
PUB DATE- 1 Aug 91
NOTE- 23p.; For content analysis of Square One TV programing through the first four years, see SE 052 514.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

ED 348 233 SE 053 314

Berlin, Donna F.
Integrating Science and Mathematics in Teaching and Learning: A Bibliography.
SPONS. AGENCY- National Science Foundation, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 91
NOTE- 63p.; Part of the School Science and Mathematics Association Topics for Teachers Series, Number 6.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Bibliographies; Curriculum Evaluation; Elementary Secondary Education; Higher Education; *Integrated Activities; Integrated Curriculum; *Interdisciplinary Approach; Learning Activities; *Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; *Science Curriculum; Science Education; *Science Instruction; Teaching Methods
IDENTIFIERS- Mathematics Education Research; Science Education Research

Current reform in mathematics and science education advocates the integration of science and mathematics teaching and learning as a means of improving achievement and attitudes within both disciplines. This bibliography is a collaborative effort involving the ERIC Clearinghouse for Science, Mathematics, and Environmental Education; the National Center for Science Teaching and Learning; the National Science Foundation; and the School Science and Mathematics Association. It is prepared for classroom teachers, teacher educators, curriculum reformers and developers, and educational researchers interested in the integration of science and mathematics teaching and learning. The bibliography of 555 citations is divided into five sections. The "Curriculum Literature" section lists 84 citations dealing with what students are taught. The "Instruction Literature" section lists 251 citations related to how the students are taught. The "Research Literature" section includes 41 citations of research documents from both qualitative and quantitative perspectives of inquiry and reviews of research. The "Curriculum-Instruction" section of 166 citations is used to classify curriculum programs that include instructional activities. The "Curriculum-Evaluation" section of 13 citations is used to classify curriculum programs that include evaluation of curriculum programs. The introduction compares the different sections by number and content and discusses the nature and significance of that content. (MDH)

ED 348 234 SE 053 315

Finley, Fred; And Others
A Summary of Research in Science Education 1990.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 92
NOTE- 151p.; For the 1989 summary, see ED 335 237.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports -

ED 348 253 SO 020 728

The Major Project in the Field of Education in the Latin American and Caribbean Region. OREALC Bulletin 19.
PUB DATE- 89
NOTE- 76p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Developing Nations; *Educational Development; *Educational Policy; Elementary Secondary Education; Foreign Countries; Foreign Culture; International Cooperation; *International Educational Exchange; International Programs; Literacy Education; Science Education
IDENTIFIERS- Caribbean; *Latin America; UNESCO

The Major Project in the Field of Education in Latin America and the Caribbean has been undertaken by the governments of the countries of this region to foster educational development and to meet unsatisfied basic educational needs such that the individual efforts of each country may benefit from regional international cooperation. This bulletin, highlights activities concerning the Major Project and development in education in the region. The articles included are: "Third Meeting of the Regional Committee of the Major Project in the Field of Education in Latin America and the Caribbean PROMEDLAC III"; "National Adult Literacy Action in Latin America: A Critical Review" (Rosa Maria Torres); "Educational Financing in Budgetary Austerity Period" (UNESCO. Division of Educational Policies and Planning); "World Conference on Education for All: Accomplishment of the Learning Basic Needs"; and "Patterns in Caribbean Science-related Cultural Beliefs which may Affect Learning in School Science" (June George and Joyce Glasgow). (DB)

ED 348 254 SO 021 221

Rawlings, Steve W.; Hernandez, Donald J.
Household and Family Characteristics: March 1990 and 1989. Population Characteristics.
PUB DATE- Dec 90
NOTE- 232p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Census Figures; Demography; Ethnic Groups; Family (Sociological Unit); *Family Characteristics; Family Size; *Family Structure; Population Education; *Population Trends; Tables (Data)

This report summarizes some of the important, recent trends in household and family charcteristics, such as educational attainment of the householder, and provides detailed demographic data from the Annual Demographic Supplement to the Current Population Survey. Among the findings contained in this report on current population characteristics in the United States are: the proportion of two-parent family households has decreased dramatically since 1970; the increase in black single parents is slowing; Hispanic single parents have the fastest rate of increase among ethnic groups; and Asian or Pacific Islander families had the fastest growth rate in the 1980s. This report is comprised of 180 pages of detailed statistical tables of population data. These data have implications for education policy makers. (DB)

ED 348 274 SO 022 088

Oversight Hearing: Office for Civil Rights, Department of Education. Hearing on Reviewing the Activities of the Office of Civil Rights, Department of Education, before the Committee on Labor and Human Resources, United States Senate. One Hundred Second Congress, First Session (May 17, 1991).
PUB DATE- 91
NOTE- 137p.; Contains portions of small/light print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Civil Rights; *Educational Policy; Elementary Secondary Education; *Equal Education; Federal Government; Government (Administrative Body); Government School Relationship; Hearings; Higher Education; *Racial Discrimination
IDENTIFIERS- Congress 102nd; *Department of Education

This document contains the record of a hearing designed to review the policies of the Office for Civil Rights of the U.S. Department of Education toward minority school children, with a particular focus on the practice of ability grouping and the labeling of children as "slow" or "dumb" by placing them in particular classrooms. The document includes the prepared statements of Senator Paul Simon (presiding), Senator Edward Kennedy, Senator Brock Adams, Michael L. Williams (Assistant Secretary for Civil Rights, Department of Education), and Franklin Frazier (Director of Education and Employment Issues, Human Resources Division, U.S. General Accounting Office). The document also contains an index of documents in the Office of Civil Rights Codification System (as of April 3, 1991), communications directed to Senator Simon and others concerning the problems at issue, and questions and answers between Senator Simon, Michael Williams, and Franklin Frazier. (DB)

ED 348 275 SO 022 111

A Healthy America: The Challenge for States.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 91
NOTE- 124p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Futures (of Society); Government (Administrative Body); Government Role; *Health Care Costs; Health Insurance; *Health Needs; Health Services; *Medical Care Evaluation; Public Policy; Social Problems; *State Action; *State Government
IDENTIFIERS- *National Governors Association

This report, presented by the National Governors' Association, explores the significant problems in the U.S. health care system and provides strategies that states can employ to affect reform. Health care costs continue to spiral out of control, consuming resources that are required for other basic needs such as education, housing, food, and family support. Total health spending has grown from less than 6 percent of the gross national product (GNP) in 1960 to about 12 percent in 1990. It is projected to reach 17 percent of the GNP by the year 2000. Despite the enormous costs expended, roughly 34 million nonelderly U.S. citizens have no health coverage at all. The governors present several strategies, in significant detail, which states can employ to bring about incremental, concrete

ED 348 297 SO 022 514

Erickson, Mary, Ed.; Clark, Gilbert, Ed.
Lessons about Art in History and History in Art.
SPONS. AGENCY- Getty Center for Education in the Arts, Los Angeles, CA.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 112p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Art Education; *Art History; Cultural Education; Cultural Influences; Curriculum Development; Elementary Secondary Education; *History Instruction; Interdisciplinary Approach; United States History; World History

Written by teachers from the United States and Canada, these lesson plans focus on integrating the teaching of history and art history. Seventeen lesson plans cover the topics of (1) Slavery, Henry Ossawa Tanner, and His Family--Grades: Elementary; (2) Chinese Landscape Painting--Grades: Elementary; (3) Regionalism: American Art of the Great Depression--Grade: 3; (4) The American West: Real and Ideal--Grade: 3; (5) The Art of Navajo Weaving--Grades: Intermediate; (6) Making Paint and Prehistoric Painting--Grade: 5: (7) Survey of African-American Art--Grade: 5; (8) Edgar Degas: Images of Working Women--Grade 5; (9) Kuba Ndop Statues from Central Africa--Grades: Intermediate; (10) Greek Art and Culture--Grades: Middle or High School; (11) El Dia de los Meurtos (The Day of the Dead)--Grades: 7 to 10; (12) The Sun and Art in History--Grades: Adaptable, Grade 3 to 12; (13) Jacques-Louis David and the Evolving Politics of 18th Century France--Grades: High School; (14) Beyond High School History Textbooks: Examining Visual and Verbal Interpretations about Christopher Columbus--Grades: High School; (15) Art and the Protestant Reformation--Grades: High School; (16) Art Around Here: Avenues of Acquaintance--Grades: High School; and (17) The American West: Image and Reality--Grades: High School. Each lesson features a preview of main points, curriculum connections, objectives, opening the lesson, developing the lesson, concluding the lesson, evaluation, key artworks, a bibliography, and, when appropriate, a narrative. (DB)

ED 348 298 SO 022 521

Latman, Joel; Walter, Cathy
You Are There: The Mock Trial of Christopher Columbus.
PUB DATE- Aug 91
NOTE- 26p.; Paper presented to a summer institute sponsored by CRADLE (Center for Research and Development in Law-Related Education) (Winston-Salem, NC, August 1, 1991). Some of the drawings contained in this document may not reproduce well.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *History Instruction; Intermediate Grades; *Learning Activities; Role Playing; Secondary Education; Social Studies; Teaching Methods; *World History

ED 348 322 SO 022 654

Fulbright Hays Summer Seminars Aborad Program, 1985. Curriculum Projects.
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 241p.; For other years, see ED 340 644 and SO 022 655-659.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - General (020)
DESCRIPTORS- Foreign Countries; Foreign Culture; High Schools; Instructional Materials; *International Education; *International Educational Exchange; Learning Activities; *Teacher Developed Materials; *Teacher Exchange Programs; *Teaching Methods; Travel
IDENTIFIERS- *China

This document consists of a collection of 13 curriculum projects created by U.S. teachers after visiting China during 1985. The included projects cover a variety of topics concerning China: "China Takes to the Streets: How Does Street Life Reflect Life in China?" (R. Andrian and H. Greenberg); "Outline for China Box--Exploring China through Artifacts" (A. Booker); "Socialization--A Comparative Study" (C. Bruno and C. Brown); "Implications of Population Density in the People's Republic of China" (P. Butterfield and E. Boone); "Rural Development: The China Case" (M. Chang, C. Lewis, and P. Irle); "What's in a Painting" (T. Dozier); "One in a Billion" (R. Erickson); "Minority Nationalities in the People's Republic of China" (S. Harper); "The One-Child Family in China" (D. Kelly); "China Today: Changing Images" (T. Fuss Kirkwood); "China through the Eyes of Chinese Cartoonists (J. Lewis); "Thinking about China through Writing" (J. Lierl); and "Using Chinese Food to Introduce Chinese Culture" (S. Stein). (DB)

ED 348 323 SO 022 655

Fulbright Hays Summer Seminars Abroad Program, 1986. Curriculum Projects.
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 86
NOTE- 119p.; For other years, see ED 340 644 and SO 022 654-659.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - General (020)
DESCRIPTORS- Foreign Countries; Foreign Culture; High Schools; Instructional Materials; *International Education; *International Educational Exchange; Learning Activities; *Teacher Developed Materials; *Teacher Exchange Programs; *Teaching Methods; Travel
IDENTIFIERS- *China

This document consists of a collection of four curriculum

ED 348 343 SP 033 939

Thomas, Adele; Rao, Pam

Developing an Early Childhood Initiative in Post Baccalaureate Preservice Teacher Education: Reflections on Collaboration.

PUB DATE- Feb 92

NOTE- 17p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (San Antonio, TX, February 25-28, 1992).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Change Strategies; *College School Cooperation; Collegiality; Cooperating Teachers; *Cooperative Planning; *Educational Change; Foreign Countries; Higher Education; Journal Writing; *Participative Decision Making; Preservice Teacher Education; Primary Education; *Program Development; Public Schools; Story Telling; Student Teachers; Student Teacher Supervisors

IDENTIFIERS- Brock University (Canada); Niagara South Board of Education ON

Collaboration between university and school board seems essential in matching core objectives of teacher training with the critical skills and knowledge needed by teachers in new environments. Therefore, Brock University (Ontario, Canada) and the Niagara South Board of Education (Ontario, Canada) established a collaborative early primary teacher education initiative within an existing preservice program. They created a shared funding/shared staff arrangement; a key administrator in the early childhood program facilitated the collaboration, and key personnel met frequently before the beginning of the school year. This initiative was built upon a Brock model in which students were organized into counseling groups. One main contribution of collaboration was increased access of university personnel to cooperating teachers and more personal involvement of cooperating teachers in the supervision of student teachers. During the counseling seminars, formal time was given to reflection through shared storytelling. Both storytelling and journal writing offered insights into how collaboration worked between students and colleagues. As program management has become more routine, the focus of collaborative reflection will shift to how well it meets student needs and how it challenges student teachers to reflect critically on the practices and methods they have experienced. Appendices provide an outline of the seminar reflection process, course outline for the early childhood education methods course, and the form used for evaluation of student teacher performance. (SM)

ED 348 344 SP 033 941

Wheeler, Alan E.; Boak, R. Terrance

Cross-Cultural Collaboration in Teacher Education: A Case Study.

PUB DATE- Feb 92

NOTE- 17p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (San Antonio, TX, February 25-28, 1992).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)

ED 348 362 SP 034 012

Kaufman, Judith S.; McDonald, Janet L.
Teacher as Change Agent: Helping Preservice Teachers Articulate Their Visions.
PUB DATE- Apr 92
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; *Change Agents; Graduate Students; Higher Education; Internship Programs; Preservice Teacher Education; Public Schools; Secondary Education; *Student Attitudes; *Teacher Education Programs; Teaching Experience
IDENTIFIERS- *Idealism; Preservice Teachers; *Reality Orientation; Union College NY

This paper describes the impact on preservice teachers of an education course entitled "Teacher as Change Agent" which was inaugurated in 1991 at Union College (Schenectady, New York). The course represents a concerted effort to help beginning teachers bridge the gap between the real and ideal in public education without losing their sense of idealism. Data were collected through in-depth interviews with nine interns completing a year-long Master of Arts in Teaching (MAT) program. During the interviewing process, students were asked about their reasons for going into teaching, their ideals at the beginning of the year-long program, changes in ideals as a result of teaching internships and coursework, and the current status of their ideals. Additional data were collected from weekly journals kept by the 35 student interns, instructors' notes, and weekly reaction papers. Four periods in the interns' retrospective accounts of the program and their teaching were discerned: (1) a naive idealism; (2) confrontation with the realities and complexities of teaching, with focus turning to content and pedagogy; (3) a pessimism and depression that in part reflected the socialization of schools and an inability to bring ideals into the classroom; and (4) the re-emergence of ideals as interns began to see themselves as potential agents of change due to the explicit focus in seminar. The syllabus for the course, "Teacher as Change Agent" is appended. (LL)

ED 348 363 SP 034 014

Rekrut, Martha D.
Teaching To Learn: Cross-Age Tutoring To Enhance Strategy Acquisition.
PUB DATE- Apr 92
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Cross Age Teaching; Elementary Secondary Education; *Experiential Learning; Learning Activities; *Learning Strategies; Outcomes of Education; Story Grammar; *Tutors
IDENTIFIERS- *Impact Evaluation; *Learning through Teaching

ED 348 381 TM 018 755

Gordon, Edmund W.
Implications of Diversity in Human Characteristics for Authentic Assessment.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 92
NOTE- 11p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *Academic Standards; *Educational Assessment; Elementary Secondary Education; Hypermedia; *Individual Differences; Minority Groups; Outcomes of Education; Racial Discrimination; Sampling; Sex Bias; *Student Evaluation; *Test Bias; Test Items
IDENTIFIERS- *Authentic Assessment; *National Standards; Performance Based Evaluation

The question of the appropriateness of a set of national standards for educational achievement in the United States is extremely complex. One source of the complexities is the diversity of human characteristics, and the distortions that come from racism, sexism, and other forms of chauvinism. The current practice in testing seems to treat validity through an assumptive bias. Commonalty or heterogeneity is simply assumed, without determining how these assumptions are influenced by racism, sexism, classism, or, in the case of language, nationalism. A concern for population diversity and pluralistic outcomes is a necessity in the adequate assessment of achievement. The challenge to authentic assessment is to understand and agree that the concern with diversity, pluralism, and equity rests on commitment to universal standards of competence. Assessment probes should provide: (1) diversity in task content, contexts, demands, and referents; (2) flexibility in timing; (3) multiplicity of perspectives; (4) critical sampling; (5) hypertext, requiring supplying absent elements for embedded knowledge; (6) choice of self-selected and teacher-selected options; (7) opportunities to identify examples of canonical knowledge and technique; (8) individual and cooperative performance opportunities; and (9) self-designated tasks from examinee generated inventories of knowledge, skill, and understanding. (SLD)

ED 348 382 TM 018 756

Shepard, Lorrie A.
Will National Tests Improve Student Learning?
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 92
NOTE- 23p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Advisory Committees; Cost Effectiveness; *Educational Improvement; Elementary Secondary Education; *Learning; *National Competency Tests; *Standardized Tests; Student Evaluation; Test Construction; Testing Problems; *Test Use
IDENTIFIERS- *National Education Goals 1990; National Standards; Performance Based Evaluation; Standard Setting

ED 348 399 TM 018 884

Junker, Brian W.
A Note on Recovering the Ability Distribution from Test Scores.
SPONS. AGENCY- Office of Naval Research, Arlington, VA. Cognitive and Neural Sciences Div.
PUB DATE- May 92
NOTE- 36p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Simulation; *Equations (Mathematics); *Estimation (Mathematics); Item Bias; Item Response Theory; *Mathematical Models; *Scores; *Statistical Distributions; Test Length
IDENTIFIERS- *Ability Estimates; Local Independence (Tests); Population Parameters; Smoothing Methods; *Theta Estimates

A simple scheme is proposed for smoothly approximating the ability distribution for relatively long tests, assuming that the item characteristic curves (ICCs) are known or well estimated. The scheme works for a general class of ICCs and is guaranteed to completely recover the theta distribution as the test length increases. The proposed method of estimating the ability distribution is robust to some violations of local independence. After an initial function inversion, the scheme can be inexpensively used to recover the theta distribution in each of several different administrations of the same test or several subpopulations in one test administration. Moreover, this approach could be used to recover the distribution of a dominant ability dimension when local independence fails. The scheme provides a starting place for diagnostics concerning assumptions about the shape of the theta distribution or ICCs of a particular test. Work is currently under way to further examine and refine these methods using essentially unidimensional simulation data and to apply the estimator to real tests. Kernel smoothing is also considered. A 16-item list of references, 10 tables, 8 graphs, and 2 appendixes that provide details of the simulation and proofs are included. (RLC)

ED 348 400 TM 018 885

Wiggins, Grant
Toward One System of Education: Assessing To Improve, Not Merely Audit. State Policy and Assessment in Higher Education. ESC Working Paper.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 91
NOTE- 41p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Standards; *Accountability; *Accreditation (Institutions); *Educational Assessment; Educational Change; Educational Policy; Elementary Secondary Education; Evaluation Methods; Guidelines; Higher Education; *Policy Formation; Standardized Tests; *Systems Development; Testing Problems
IDENTIFIERS- Alternatives to Standardized Testing; *Authentic Assessment; *Performance Based Evaluation

Assessments should improve performance by providing usable feedback, and should not merely audit it. Problems with educational accountability policies stem from a flawed view of

ED 348 417 UD 027 813

Schenck, E. Allen
Review of Literature for National Survey of ECIA Chapter 1 Schools. Draft.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 47p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Compensatory Education; *Educational Cooperation; Educational Finance; *Educationally Disadvantaged; *Educational Strategies; Elementary Secondary Education; *Instructional Effectiveness; Literature Reviews; Program Effectiveness; Program Evaluation; Special Needs Students; Supplementary Education; *Teaching Methods
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; Elementary Secondary Education Act Title I

In the course of a national survey of schools funded under Chapter 1 of the Education Consolidation and Improvement Act, other studies and data were reviewed to determine what was already known about compensatory education. This literature review covers several types of studies on the nature of Title I/Chapter 1 instructional services, staff, and coordinating mechanisms, including the following: (1) previous surveys of compensatory education; (2) Federal reports on the nature and scope of compensatory education; (3) selected studies or evaluations of the effectiveness of compensatory education; and (4) reviews of effective instructional practices relevant to compensatory education programs. The review is comprised of four sections. The first section, "Scope of Compensatory Education," surveys types of compensatory education, the prevalence of compensatory education, and types of services. The second section, "Nature of Compensatory Education Instructional Services," covers instructional exposure, strategies, content, and climate. The third section, "Characteristics of Compensatory Education Program Staff," reviews the literature on education and training, experience and certification, and the nature of teaching positions. The fourth section, "Coordination of Compensatory Education with Other Instruction," examines instructional settings and the mechanisms used to coordinate compensatory education with other instructional programs. A list of 35 references is appended. (AF)

ED 348 418 UD 028 173

Testimony of Robert Greenstein, Director, Center on Budget and Policy Priorities before the House Committee on Ways and Means.
PUB DATE- 13 Mar 91
NOTE- 12p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Child Health; *Childhood Needs; *Children; Economically Disadvantaged; Economic Factors; *Hunger; *Low Income Groups; *Poverty; Public Policy; Unemployment; Welfare Recipients; *Welfare Services
IDENTIFIERS- Recession; Testimony

This report presents testimony before the House Ways and Means

ED 348 435 UD 028 791

IMPACT II, Catalog of Santa Barbara County Teacher-Developed Curriculum Ideas: Disseminators, Adapters.
PUB DATE- 91
NOTE- 255p.; Cosponsored by business, industry, and community leaders of Santa Barbara County and local school districts. The three catalogs for 1985-89, 1990, and 1991 are here combined.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Catalogs; Creativity; *Curriculum Development; Educational Change; *Educational Innovation; *Elementary School Curriculum; Elementary Secondary Education; Instructional Improvement; Recognition (Achievement); *Secondary School Curriculum; *Teacher Developed Materials; Teacher Role
IDENTIFIERS- *IMPACT II; *Santa Barbara County Schools CA

This document highlights the creative curriculum ideas of Santa Barbara County's (California) teachers that have been classroom-tested. IMPACT II is a teacher program that assists educational reform by providing innovative teacher-developed curriculum ideas, teacher-to-teacher networks, professional development, teacher recognition, and discretionary funds for teachers. IMPACT II recognizes teachers for creativity in curriculum and instruction, and enables them to share professionally with each other and to serve as teacher leaders. IMPACT II disseminators are teachers who have developed exemplary curriculum ideas and receive grants of $400.00. IMPACT II adapters are teachers who adapt curricula and receive grants of $200.00. Teacher-developed curriculum ideas are provided for the elementary school and secondary school levels in the following areas: (1) integrated learning; (2) language arts; (3) mathematics/science/computer education/health; (4) self-esteem/classroom management; (5) social science; and (6) bilingual/English as a Second Language/Foreign Language, career awareness, physical education/health, special education, and visual and performing arts. Adaptations of teacher-developed IMPACT II curriculum ideas are provided for the elementary school and secondary school levels in the following areas: (1) bilingual/English as a second language/foreign language; (2) business; (3) classroom management/communication/self-esteem; (4) computers; (5) health/physical education; (6) integrated learning; (7) language arts; (8) mathematics; (9) science/technology; (10) social science; (11) special education; (12) visual and performing arts; and (13) career education. Included are multiple photographs and figures, as well as contributing teacher and student district indexes. Community partners are also listed. (RLC)

ED 348 436 UD 028 793

Crespo, Hilda; Cid, Nadine
Communities Count: Community Based Sourcebook for Promoting Mathematics & Science Education.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
PUB DATE- 91
NOTE- 26p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; *Career Choice; *Community

ED 348 453 UD 028 824

Marsiglia, Flavio Francisco; Halasa, Ofelia
Ethnic Identity and School Achievement as Perceived by a Group of Selected Mainland Puerto Rican Students.
PUB DATE- Apr 92
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Acculturation; Community Role; Disadvantaged Youth; Grade 8; Junior High Schools; *Junior High School Students; Latin Americans; Naturalistic Observation; Personality Traits; *Puerto Ricans; *Racial Identification; Self Concept; Spanish Speaking; *Student Attitudes; Urban Schools; *Urban Youth
IDENTIFIERS- Focus Groups Approach; Language Minorities; *Ohio (Cleveland)

The Puerto Rican language-culture nexus is seen as the natural field where young Puerto Ricans forge their ethnic identities. Ethnographic theory and methods were used to study this nexus from a naturalistic perspective. A focus group of 12 Puerto Rican 8th grade students (9 males and 3 females) attending a school within 1 Puerto Rican barrio in Cleveland (Ohio) was used. The students were from 13 to 17 years old. Although their parents were all bilingual-Spanish dominant or monolingual in Spanish, two students were monolingual in Spanish, two used English solely, and eight were basically bilingual. The study used an open-ended inquiry process that was characterized by a constant search for the actors' interpretation of their own behavior, beliefs, values, and self-perception. Focus was on exploring whether and how ethnic identity structures educational outcomes by assessing students' personal and cultural history, family, community, and society. Theoretical and methodological questions and recommendations about acculturation processes and school achievement of young Puerto Rican students in mainland America are summarized. Analytical categorizations of different personality types are included. Each student was located on a particular point within the cultural/linguistic continuum. Students continually struggled to adapt and maintain their identities. Included are 11 references. (RLC)

ED 348 454 UD 028 825

Herrington, Carolyn D.; And Others
Fiscal Deregulation, Urban Schools, and Chapter One: The Case of School-Wide Projects.
PUB DATE- Mar 92
NOTE- 22p.; Paper presented at the Annual Meeting of the American Education Finance Association (New Orleans, LA, March 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Compensatory Education; *Disadvantaged Youth; Economically Disadvantaged; Educational Finance; *Educational Legislation; Educationally Disadvantaged; Elementary Secondary Education; Federal Legislation; *Federal Programs; Federal Regulation; Inner City; Program Administration; School Districts; Social Problems; Urban Schools; *Urban Youth

DESCRIPTORS- *Coding; *Content Analysis; *Evaluation Methods; *Program Evaluation
IDENTIFIERS- *Square One TV

This report describes the system used to code each segment of Square One TV for content analysis of all four seasons of production. The analysis is intended to aid in the assessment of how well Square One is meeting its three goals: (1) to promote positive attitudes toward, and enthusiasm for, mathematics; (2) to encourage the use and application of problem-solving processes; and (3) to present sound mathematical content in an interesting, accessible, and meaningful manner. The information in this report is organized according to these goals and examples are given with their production numbers in parentheses to illustrate the interpretations made in the process of coding the segments for Seasons I-IV. For the coding of goal 1, three positive associations with mathematics are defined: mathematics as a powerful tool, mathematics as aesthetically pleasing, and mathematics as initiated and understood by nonspecialists. For the coding of goal 2, a segment is coded if: a specific problem is stated or formulated, a problem-solving heuristic is stated, or problem treatment is exhibited. For the coding of goal 3, a segment is coded according to its content area. The coding form also includes a short list of other topics for analysis: unanswered questions to the viewer, invitations to participate, calculator and/or computer use, and mistakes made and corrected. Coded segments are entered into a database for easy retrieval. An example of a coding form is provided. (MDH)

ED 348 217 SE 052 514

Schneider, Joel; And Others
SQUARE ONE TV Content Analysis and Show Rundowns through Season Four.
PUB DATE- 30 Sep 91
NOTE- 84p.; For reports of Seasons I-III, see ED 331 713. ED 300 269, and ED 283 682. For coding criteria for the content analysis, see SE 052 513.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Animation; Content Analysis; Educational Games; Educational Objectives; *Educational Television; Elementary Education; Mathematical Applications; Mathematics Education; *Mathematics Instruction; *Problem Solving; Program Descriptions; Program Evaluation; *Programing (Broadcast); Student Attitudes; Television Viewing
IDENTIFIERS- *Square One TV

This report summarizes the mathematical and pedagogical content of the SQUARE ONE TV library after four seasons of production, relating that content to the series' three goals: (1) to promote positive attitudes toward, and enthusiasm for, mathematics; (2) to encourage the use and application of problem-solving processes; and (3) to present sound mathematical content in an interesting, accessible, and meaningful manner. Written as an update of the reports for Seasons I-III, the content analysis identifies the number and format of program segments appearing over the four seasons. The 195 programs of the library comprise 1,167 segments (counting repeated segments), that comprise the given percentages in the following format categories: Studio Sketch (30%); Animation (23%); "Mathnet" Episode (17%); Song (12%); Game show (10%); and Live Action Film (8%). Continued analysis indicates the percentage of segments that satisfy the expressed goals of the

Research/Technical (143)
DESCRIPTORS- Attitudes; Concept Formation; Disabilities; Educational Assessment; *Educational Research; *Elementary Secondary Education; Higher Education; *Literature Reviews; Logical Thinking; Museums; Problem Solving; *Research Reports; Science and Society; Science Curriculum; *Science Education; Science Instruction; *Science Teachers; Sex; Teacher Education; Textbooks
IDENTIFIERS- Process Skills

The intent of this publication is to consolidate and critique research findings related to teaching and learning in the sciences as they were reported in 1990. The purposes of this and previous summaries include: (1) providing an overview of recent research activity for scholars in the field; (2) providing research information in succinct form for practitioners and development personnel; (3) stimulating ideas for further research; and (4) tracking trends in science education research. In 1990 there was increased reporting of research on conceptual change, problem solving, assessment, and women and minorities in science education. Researchers in science education appear to be using an increased variety of research methods including: standard experimental studies, ethnographies, in-depth clinical interviews, philosophical analyses, surveys, Delphi studies, and cost-effective analyses. The book is divided into the following categories: Conceptual Change and Achievement; Problem Solving; Science Process/Inquiry Skills; Cognitive Development and Logical Reasoning Skills; Assessment and Research Design; the Nature of Science; Science, Technology, and Society; Curriculum and Instructional Intervention Studies; Student Attitudes and Preferences; Equity Issues and Science Education; Students with Special Needs; Teacher Characteristics; Teacher Preparation; Policy Studies; International Science Education; Uses of Technology; Analysis of Science Textbooks; and Informal Science Centers. (More than 200 references) (PR)

ED 348 235 SE 053 316

Roth, Charles E.
Environmental Literacy: Its Roots, Evolution and Directions in the 1990s.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 92
NOTE- 51p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - General (140)
DESCRIPTORS- Citizenship Education; *Concept Formation; *Definitions; Development; Educational Assessment; Educational Development; Educational Objectives; *Educational Planning; *Educational Strategies; *Environmental Education; Literacy; Mass Media Role; *Scientific Literacy
IDENTIFIERS- *Environmental Literacy; Paradigm Shifts

This report discusses the progress in the development and clarification of the term "environmental literacy" (EL) and suggests ways in which the term may be used to advance the field of environmental education. Part I presents the evolution of EL beginning with a description of the concept as a goal of general education. Discussed in this section is the concept of literacy in general, scientific and environmental literacies, and the essence of EL. The section concludes with a summary of the evolution of the term "EL" from 1969 to 1989. Part II

ED 348 255 SO 021 578

Grewar, Melinda, Ed.
Common Issues in World Regions. Teacher's Guide.
PUB DATE- 91
NOTE- 46p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Case Studies; Educational Media; Foreign Countries; Foreign Culture; *Geographic Concepts; Geographic Regions; Instructional Materials; *International Educational Exchange; International Relations; Secondary Education; Social Studies; Student Educational Objectives; *Teaching Guides; Videotape Recordings
IDENTIFIERS- *Canada; *Europe (West); North America

This teacher's guide is designed to supplement eight 30-minute video programs each of which presents two cases studies that explore an issue from Northern American (United States and Canada) and Western European perspectives. The series of programs is intended to strengthen what junior and senior high school students in the United States and Canada learn about Western Europe, as well as about their own countries. It is hoped that the series will help students learn how certain issues affect people, especially children their own age, and enable them to explore similarities and differences in the ways people of these regions respond to the issues. The video programs are constructed along basic geographic themes: location, place, human/environmental interaction, and movement. Each program explores how an issue related to these themes affects target-age students and their families in Northern America and Western Europe. The program topics are: (1) Urban Renewal in Canada and Scotland; (2) Suburbanization in the United States and Italy; (3) Industrial Change in the United States and Germany; (4) Immigration to the United States and France; (5) Impact of Tourism in the United States and Spain; (6) Survival of the Family Farm in the United States and the Netherlands; (7) Environmental Problems in the United States and Norway; and (8) Isolation in Canada and Switzerland. This teacher's guide provides program summaries, glossaries, suggested lesson plans, follow-up activities, reproducible maps, and a list of additional resources. (DB)

ED 348 256 SO 021 608

U.S.-Soviet Relations.
PUB DATE- 90
NOTE- 169p.; Corresponding "Teacher's Guide" appended.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship Education; Elementary Secondary Education; Foreign Countries; *Foreign Policy; Futures (of Society); *Instructional Materials; *International Relations; Social Studies; United States History
IDENTIFIERS- *USSR

Designed to help students understand the challenges and opportunities facing relations between the United States and reform. These strategies include reorienting the health care system toward preventive and primary care services; developing ways to encourage and help businesses find affordable health insurance for their employees; stabilizing coverage for employees already receiving health insurance; and making better use of incremental cost control strategies that currently are available to every governor. A 132-item list of references is included, as is information on recent regional hearings about potential state strategies for health care reform. (DB)

ED 348 276   SO 022 136

Smith, KC, Ed.; McManamon, Francis P., Ed.
Archeology and Education: The Classroom and Beyond. Papers from the Symposium (2nd, Tucson, Arizona, 1990). Archeological Assistance Study Number 2.
PUB DATE- Oct 91
NOTE- 46p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Archaeology; *Curriculum Development; Disabilities; Elementary Secondary Education; Higher Education; *Museums; *Public Schools; Undergraduate Study

The papers collected in this document are derived from a symposium held during the 1990 annual meeting of the Society for Historical Archeology. The symposium, part of an increasing effort to make archeology more accessible to the general public, was dedicated solely to archaeology and education, and the papers described programs designed to involve young persons in archeology through schools, museums, and other means. Following introductory remarks by Marley R. Brown, III, the papers include: "Teacher Training Programs in Anthropology: The Multiplier Effect in the Classroom" (Ruth O. Selig); "The Pensacola Model of Public Archeology" (Judith A. Bense); "By Land or by Sea: Archeology Programs for Youths at the Museum of Florida History" (KC Smith); "Project Origins: Archeology for People with Handicaps" (Micheal Faught; James S. Gittings); "Archeology Is More Than a Dig: Educating Children about the Past Saves Sites for the Future" (Carol Ellick); and "A 'Compleat' Curriculum: Historical Archeology on the Undergraduate Level" (Robert L. Schuyler). (DB)

ED 348 277   SO 022 202

Elementary, Secondary, and Higher Education. Hearings before the Committee on the Budget. U.S. House of Representatives, One Hundred Second Congress, First Session, July 24 and 25, 1991.
PUB DATE- 91
NOTE- 196p.; Serial No-102-23. Portions contain small print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Educational Finance; *Educational Policy; *Elementary Secondary Education; Federal Government; Hearings; *Higher Education
IDENTIFIERS- Congress 102nd

This document reports on two days of congressional hearings held to examine educational budgetary issues for fiscal year 1993 and beyond. The statements of the following persons are included in the proceedings: Gordon M. Ambach, Council of Chief State School Officers and Committee for Economic Development; Hon. William E. Brock, Secretary's Commission on Achieving Necessary Skills, Department of Labor; Nancy Coolidge, Office

IDENTIFIERS- *Columbus (Christopher); Columbus Quincentenary; *Mock Trials

The 500th anniversary of Christopher Columbus's voyage to the Americas has raised a debate over how historians and teachers should portray this moment in history. Some view Columbus as a hero whose courage helped to provide a foundation for modern civilization in the Americas, while others see him as a villain who exploited indigenous people and set the stage for the further destructive acts of the Europeans who followed him. This mock trial designed either as a 3-day introductory activity, or as a 3-day concluding activity asks students in grades 6-12 to evaluate statements drawn from primary and secondary sources to determine whether or not Columbus should be found guilty of crimes against humanity. In addition to the text of the mock trial, the document lists teacher objectives, student objectives, procedures, materials, and extension activities. Five illustrations and a map are provided, as well as a student evaluation assignment. (23 references) (DB)

ED 348 299 SO 022 522

A Resource File for Social Studies in Utah. Level 0: Home, School, Neighborhood.
PUB DATE- 91
NOTE- 185p.; For related documents, see SO 022 523-539.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; Community; Kindergarten; Learning Activities; Neighborhoods; Primary Education; *Social Studies; State Curriculum Guides; *Student Educational Objectives; Teaching Methods
IDENTIFIERS- *Utah

This resource file contains information for Utah primary school teachers to help their students meet the state's instructional objectives in the social studies. At the primary student level the emphasis is on home, school, and neighborhood. The following disciplines are covered in the resource file: psychology, anthropology, sociology, geography, history, economics, political science, and geographic skills. Each activity includes an instructional objective along with a title, topic, time segment, procedures, materials, evaluation, and adaptation. Sample objectives include discussing the ways people look alike and ways they appear different (psychology) and identifying at least one reason why people work (economics). (DB)

ED 348 300 SO 022 523

A Resource File for Social Studies in Utah. Level 1: Home, School, Neighborhood.
PUB DATE- 91
NOTE- 268p.; For related documents, see SO 022 522-539.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; Community; Grade 1; Learning Activities; Neighborhoods; Primary Education; *Social Studies; State Curriculum Guides; *Student Educational Objectives; Teaching Methods
IDENTIFIERS- *Utah

This resource file contains information for Utah elementary projects created by U.S. teachers after visiting China during 1986. The projects are: "Thinking in Time: How Nations Use and Misuse History" (M. Lappen); "China: Educating over 1,000,000,000 People" (F. Marks and L. Schneider); "Old and New: China and the United States" (J. McLeod); and "Historical Preservation of Beijing, China" (J. O'Brien). (DB)

ED 348 324 SO 022 656

Fulbright Hays Summer Seminars Abroad Program, 1988. Curriculum Projects.
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 88
NOTE- 651p.; For other years, see ED 340 644 and SO 022 654-659.
LANGUAGE- English
EDRS Price- EDRS Price - MF03/PC27 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - General (020)
DESCRIPTORS- Foreign Countries; Foreign Culture; High Schools; Instructional Materials; *International Education; *International Educational Exchange; Learning Activities; *Teacher Developed Materials; *Teacher Exchange Programs; *Teaching Methods; Travel
IDENTIFIERS- *China
This document consists of a collection of 18 curriculum projects created by U.S. teachers after visiting China during 1988. The projects cover a variety of topics concerning China: "Chinese Living Environments" (R. Stumpe Brent); "China as a Model of a Mixed Economy in a Developing Nation" (G. Caressi); "Images of Traditional China: A Humanities Approach" (C. Gecan); "A Summer in China: Some Reflections and Observations" (C. Gayo Hess); "Continuity and Change in Essential Values in China" (W. Hoyt); "Modern Chinese Literature" (M. Inge); "China Today" (Dr. Long); "China: Across the Curriculum" (C. Mackey); "Global Interconnectedness and Portents for Change: Chinese Youth Bridge the Twenty First Century" (M. Nemecek); "The People's Republic of China: Then and Now" (D. Petersen); "An Overview of China" (S. Riggins); "Chinese Literature" (B. Sable); "China" (P. Soraghan); "Economic Development of China" (A. Sparks); "Trinkets, Tradition and Tourism: China's Reforms in the Minority Areas" (R. Thompson); "Social Science Course on China: Sample Syllabi" (N. J. C. Vasantkumar); "The Effect of 20th Centurey Politics on Chinese Art" (F. Vatour); and "The Dragon and the Eagle: Chinese-American Relations, 1945-1988." (DB)

ED 348 325 SO 022 657

Fulbright Hays Summer Seminars Abroad Program, 1990. China: Tradition and Transformation. Curriculum Projects.
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 90
NOTE- 444p.; For other years, see ED 340 644 and SO 022 654-659. Portion of document contains light type.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-

DESCRIPTORS- Case Studies; Cultural Interrelationships; *Educational Change; *Educational Cooperation; Educational Environment; English (Second Language); Foreign Countries; Higher Education; *Practicums; Practicum Supervision; *Preservice Teacher Education; *Program Development; Resistance to Change; Secondary Education; Student Exchange Programs; *Student Teachers
IDENTIFIERS- Beeby (C E); Brock University (Canada); *Malaysia

Several features of Beeby's model (1966) of the development of educational systems in developing countries served as the theoretical basis for the Malaysian Teacher Education Project (MTEP). These features include: the qualitative aspects of teaching, a focus on qualitative change, an emphasis on the realistic rate of such change in practice, and the pivotal role of the classroom teacher as the primary change agent. This project involved a select group of 12 Malaysian students who obtained undergraduate degrees through the secondary teacher education program at Brock University (Canada). A key component of the program was a practicum involving student teaching at selected schools in Malaysia. Both the classroom component and the practicums were jointly designed by education faculty from Brock and the Malaysian Ministry of Education. Although the program enjoyed success on several fronts, situational and cultural factors produced some complications and problems, such as resistance to change from within the school system. The results of this attempt to prepare capable teachers who are motivated to introduce change at the classroom level has several implications for future collaborative efforts in cross-cultural teacher education. (IAH)

ED 348 345 SP 033 943

Boser, Judith A.; Clark, Sheldon B.
Desirable Mail Questionnaire Characteristics in Teacher Education Research.
PUB DATE- Apr 92
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Research; *Graduate Surveys; Higher Education; *Mail Surveys; Preservice Teacher Education; *Questionnaires; *Teacher Education Programs

This study attempted to identify desirable mail questionnaire characteristics as perceived by those who conduct successful surveys (those with a high return rate) of teacher education program graduates. The data pool consisted of 80 questionnaires completed by individuals at teacher education institutions nationwide. Eighteen items were perceived as important for mail questionnaires used in follow-up surveys of graduates. The respondents' selections of important survey characteristics differed in some respects from the choices of experts and other experienced researchers. For example, the respondents were more inclined to place general directions on the questionnaire rather than in a separate cover letter. Respondents also indicated that response options should be brief, and initial items should be connected with the purpose of the survey. All of the respondents thought it important that the instrument look easy to complete. Additional desirable mail questionnaire characteristics included: (1) brief instructions; (2) adequate space for responding; (3) one piece of information per item;

This study was conducted to examine tutoring as a pedagogical tool to enhance learning in the tutor. Three groups of high school students were subjects of the study. The first group, instructed in a story grammar and its use as a recall apparatus, taught the strategy to younger students; the second, an equivalent group, was given strategy instruction but did not teach it; and the third, a control group, neither received strategy instruction nor taught others. After practicing teaching each other during two lessons, the members of the tutoring group spent 6 weeks teaching the strategy twice a week to fourth and fifth graders. During the same period and on the same schedule, the strategy group reviewed the story grammar and practiced its use as a recall apparatus using materials in their normal curriculum. The control group continued in the normal curriculum (a mixture of lessons, mostly vocabulary and grammar). Before and after the 9-week instruction and practice period, all three groups were tested on their knowledge of story grammer and its mnemonic utility. Results indicate significant differences in strategy learning between the tutoring group and the strategy and control groups. The tutoring group appeared to have learned the strategy better than both strategy and comparison groups. (LL)

ED 348 364 SP 034 019

Windemuth, Timothy Martin
Flagball for the '90s.
PUB DATE- 92
NOTE- 193p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Athletic Coaches; Athletics; *Drills (Practice); *Football; *Fundamental Concepts; Higher Education; High Schools; *Learning Strategies; *Physical Education; Safety; Teaching Guides
IDENTIFIERS- *Flag Football

This text, prepared for college and high school physical education teachers and coaches, describes flagball, a safe and enjoyable alternative to the game of tackle football. The book covers fundamentals, drills to teach these fundamentals, and strategies of the game. The book stresses a practical, hands-on approach to teaching, using sample learning progressions to take the instructor from the basics to game-like scrimmages. The publication is divided into nine chapters: (1) Introduction; (2) Offensive Fundamentals (passing, passcatching, blocking, and ball exchange); (3) Offensive Formations and Play Selection; (4) Defensive Fundamentals (defensive line play, and line backer and defensive back); (5) Team Defense; (6) Special Teams; (7) Coaching Strategies; (8) Rules, Mechanics, and Modifications; and (9) Classroom and Coaching (class organization and schedule, outline of a 10-week flagball unit, skills test for class, evaluation for class, and an example of an athletic team practice). (LL)

ED 348 365 SP 034 022

Lammers, Jane W.
I Don't Feel Good: A Guide to Childhood Complaints and Diseases. Suggestions for Teachers, Parents, and Other Care Providers of Children to Age 10.
PUB DATE- 91

Claims that national tests will improve student learning are explored, asking whether national examinations will ensure high-quality instruction and greater student learning and whether tests developed to meet urgent political deadlines will retain essential features of authentic curriculum-driven assessments. Part I presents research evidence on the negative effects of standardized testing, such as the effects of high stakes testing on scores, the curriculum, and instruction. The National Education Goals Panel's (NEGP's) version of national examinations is presented in Part II, with attention to their proposals intended to forestall the negative effects of traditional tests. Part III identifies curricular and technical problems that must be resolved before the NEGP's vision can be achieved. These include: (1) development of world class rather than lowest common denominator standards; (2) development of incorruptible performance tasks; (3) teacher training in curriculum and instruction; (4) high standards for all students without reinstitution of tracking; and (5) cost. If tests are developed before these problems are resolved, new tests are likely to have the same pernicious effects as the old. There is a 32-item list of references. (SLD)

ED 348 383   TM 018 762

Fan, Xitao
Canonical Correlation Analysis as a General Analytical Model.
PUB DATE- Apr 92
NOTE- 45p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Chi Square; Classification; Computer Oriented Programs; *Correlation; *Discriminant Analysis; Equations (Mathematics); *Mathematical Models; *Multivariate Analysis
IDENTIFIERS- *Contingency Tables

This paper focuses on three aspects related to the conceptualization and application of canonical correlation analysis as a dominant statistical model: (1) partial canonical correlation analysis and its application in statistical testing; (2) the relation between canonical correlation analysis and discriminant analysis; and (3) the relation between canonical correlation analysis and chi-square contingency table analysis. The paper shows that canonical correlation analysis can be conceptualized as the statistical model that brings together many other statistical techniques in a unified manner, and the power of this overarching model is significantly increased by applying the concept of partial correlation to the canonical case. Two data sets (one with two Y variables, three X variables, and two classification variables; and the other with two mixed variables with three levels for each) are used to illustrate the points covered. Computer program results are presented to augment the discussion. Appendix A presents the SAS program for some tabulated data. Six tables present analysis results, and there is a 29-item list of references. (Author/SLD)

ED 348 384   TM 018 767

Shermis, Mark D.; And Others
Assessing the Reliability of Computer Adaptive Testing Branching Algorithms Using HyperCAT.

student assessment. Intellectual excellence cannot be obtained via one-time mandated tests composed of proxies for real challenges. Common standards should be developed for use in evaluating local standards and measures, not common tests. A more performance-based accreditation process is proposed, with policies that induce schools and colleges to explicitly benchmark local work, chart progress over time, and give incentives for meeting high performance standards. Authentic educational tests simulate problems of knowledge use found in professions and after formal education. Assessments must teach students that tasks, criteria, and standards found in schools and colleges are appropriate for all rational inquiry and fruitful intellectual life. Assessments with flexible and context-sensitive opportunities reveal student expertise. Two vignettes for focusing policy reform and 10 guidelines for developing a consistent system of assessment are given. Outcome-based education and site-based decision making ensure that all local testing from kindergarten through graduate school (K-GS) involves the worthiest tasks and best exit-level challenges, and adapts to all grades. A seamless K-12-graduate school system includes: authentic tasks and standards linking different system stages that are known to all students and teachers at lower levels and recur throughout their work; and authentic standards and measures that are thoroughly explained, taught, and practiced with constant opportunity for revision and improvement so that schools and students are genuinely culpable for substandard performance. The appendixes provide guidance about assessment practice from various sources in terms of general principles and recommendations, specific suggestions, scoring scales for writing activities, literacy profiles (reading), and "work requirements" in literature study and chemistry. (35 references) (RLC)

ED 348 401 TM 018 898

Ware, William B.; And Others
The Factor Structure of the North Carolina Teaching Performance Appraisal Instrument: Another Look.
PUB DATE- Apr 92
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; Educational Practices; Elementary School Teachers; Elementary Secondary Education; Evaluators; *Factor Structure; Feedback; *Rating Scales; Secondary School Teachers; State Programs; *Teacher Evaluation; *Teaching Skills; Testing Programs; Time Factors (Learning)
IDENTIFIERS- Monitoring; *North Carolina Teaching Performance Appraisal; Research Replication; *Teacher Competency Testing

This paper extends the factor analytic research of C. W. Swartz and others (1990) on the North Carolina Teaching Performance Appraisal Instrument (NCTPAI), which contains 28 teaching practices grouped into 5 functions (management of instructional time, management of student behavior, instructional presentation, instructional monitoring, and instructional feedback). Data were collected on 305 teachers in a large city/county school system, using full-time professional teacher observers/raters. The professionally trained observers/raters rated each of the 28 practices on a 6-point scale, visited the teachers' classrooms, and made extensive notes relating to the

Committee on issues affecting low-income children and their families, offered by the executive director of a nonprofit organization that conducts research and analysis on a range of public policy issues affecting low- and moderate-income Americans. The testimony reviews recent trends in child poverty, which indicate that about 20 percent of children were poor in 1989, that children of all ethnicities are affected, and that the problem is serious in rural as well as urban areas. Results of a study of eight industrialized countries have indicated that the United States had the highest child poverty rate. The testimony discusses the effects of the economic downturn on poverty rates among children, and examines the influence of the following factors on increased poverty: (1) falling wages; (2) demographic change; (3) the weakening of the safety net for poor children and their families; and (4) the growth of economic disparities. The weakening of the safety net through changes in Federal and state policies in recent years is analyzed in some detail. The testimony surveys the adverse effects of increased child poverty and concludes with a discussion of areas where significant policy response and reform are needed. (AF)

ED 348 419 UD 028 498

An ACCESS Printout on Chapter 1: Education of Disadvantaged Children.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- 91
NOTE- 38p.; Dot matrix computer printout.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Citations (References); Clearinghouses; *Compensatory Education; Court Litigation; Educational History; Educational Legislation; *Educationally Disadvantaged; Educational Vouchers; Elementary Secondary Education; *Federal Programs; Parent Participation; Program Evaluation; *Public Education; *Research Reports; Supplementary Education
IDENTIFIERS- *ACCESS Data Center; Education Consolidation Improvement Act Chapter 1

This printout forms an annotated bibliography of publications on the Federal Chapter 1 Program for the education of disadvantaged children (mandated by the Education Consolidation Improvement Act of 1981 and its predecessors) from the ACCESS Clearinghouse of the National Committeee for Citizens in Education. ACCESS provides computerized information to parents and other citizens on a wide range of topics related to public education. The following types of information from ACCESS searches are included: (1) citations and annotations from books, reports, studies, and articles; (2) legal information on federal and state statutes and court rulings; and (3) information from national and local organizations with an interest in education. The 36 citations in this printout represent the following categories: (1) current legislation and appropriations; (2) legislative history; (3) parent involvement; (4) evaluation of Chapter 1 through reports, studies, and articles; (5) court decisions; and (6) vouchers and state Chapter 1 directors. Each citation includes the title, source, and summary of each publication; and most citations include ordering information. A list of eight national organizations concerned with Chapter 1 issues is provided, along with a 50-item list of state Chapter 1

Programs; Community Role; Computer Science Education; Elementary Secondary Education; Guidelines; *Hispanic Americans; Labor Force Development; *Mathematics Education; *Minority Group Children; Puerto Ricans; *Science Education; Technological Advancement
IDENTIFIERS- Latinos; *Partnerships in Education

In the increasingly technological workforce, greater competency in mathematics, science, and computers among Latino and other minority students takes on a new urgency. Hispanic Americans are a vital pool of workers to tap for the nation's future growth. Schools must ensure that Hispanic Americans have the skills they need to enter the labor force of the 21st century. This sourcebook highlights the important role that community-based organizations, particularly those within the Latino community, have in promoting increased achievement levels in mathematics and science. It provides recommendations from experts for the implementation and design of mathematics and science community-based programs. It emphasizes the importance of creating partnerships among educators, parents, scientists, and community groups to develop programs for improving student participation in mathematics and science and increasing the number of young people in biomedical, technological, and other scientific careers. Community-based organizations play a vital role in offering and coordinating academic and non-academic informal education activities. Community-based organizations are also a natural linkage point for partnerships with institutions involved in mathematics and science, including museums, business and industry, educational institutions, and biomedical and scientific institutions. Included is an appendix that lists 20 curriculum resources and 8 hardware sources. (RLC)

ED 348 437 UD 028 794

Educating Homeless Children and Youth: How Are We Measuring Up? A Progress Report, School Year 1990-91.
PUB DATE- 92
NOTE- 61p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Compensatory Education; *Disadvantaged Youth; *Economically Disadvantaged; Educational Environment; Educational Legislation; *Educationally Disadvantaged; Elementary School Students; Elementary Secondary Education; Equal Education; Federal Programs; *Homeless People; Low Income Groups; Public Education; Secondary School Students; *Special Needs Students; State Programs
IDENTIFIERS- *Maryland; Progress Reporting

This report measures how well Maryland educators are working together to provide a public education that meets the long- and short-term needs of homeless children and youth by providing environments that support their physical, social, and emotional growth. It outlines accomplishments for the 1990-91 school year, recommends ways of addressing issues in the 1990 McKinney Act Amendments (MAAs), provides a statewide profile of the numbers of homeless children and youth, summarizes barriers and special needs of homeless children, and provides data about the circumstances and needs of school-age children who live apart from their families with relatives and/or friends. Profiles of interviewed mothers describe the pain and stress that homeless children and their families face daily, and excerpts from children's letters reveal the children's feelings during this time of crisis. This report updates legislative requirements in the 1990 MAAs, explains school districts' obligations under

IDENTIFIERS- *Deregulation; Education Consolidation Improvement
  Act Chapter 1; Hawkins Stafford Act 1988; *Reform Efforts

This paper examines traditional regulatory concerns of urban educators in administering Chapter 1 programs, tracks the impact of a recent deregulatory provision (school-wide projects) enacted in 1988 and other amendments to Chapter 1 legislation, and discusses the reform's effectiveness given the increasingly severe problems facing many urban children. The experiences of 4 large urban school districts in Atlanta (Georgia), Chicago (Illinois), Dade County (Florida), and Dallas (Texas) in implementing 60 school-wide projects in 1989-90 reflect the diversity of large urban school systems. The 1988 school-wide project reform has had a modest impact. In Chicago, Atlanta, and Dallas, it has not been vigorously pursued. The reform has had the least impact in Chicago, whose system is reeling from massive, state-legislated restructuring that overwhelms district personnel and overshadows other initiatives. In Dade County, the reform has been implemented enthusiastically (with 48 school-wide projects in 1989-90), but only incremental improvements in academic achievement are predicted. The reform may not address the critical educational and social problems facing large urban school districts today. Recasting Chapter 1 schools as full-service schools would allow program resources and strategies to become part of a comprehensive strategy addressing poor inner-city children's needs. Included are 18 references and 1 table. (RLC)

ED 348 455   UD 028 826

Taylor, Dianne L.
Restructuring in an Urban Setting: How One Elementary School Got
  Started.
PUB DATE- 92
NOTE- 35p.; Paper presented at the Annual Meeting of the
  Association for Supervision and Curriculum Development (New
  Orleans, LA, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches,
  Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; Change Agents; Educational
  Attitudes; *Educational Planning; *Elementary Schools;
  Elementary School Teachers; Interviews; *Parent Attitudes;
  Parent Participation; *School Based Management; School
  Districts; School Restructuring; *Teacher Attitudes; *Urban
  Schools
IDENTIFIERS- Reform Efforts

This document describes school-based management (SBM) and examines one urban elementary school's experiences in developing a SBM plan. School issues that gave rise to interest in SBM and problems encountered by those involved in the planning process are analyzed. Two administrators, three teachers, and two parents, who were involved in the early states of developing a SBM plan for the elementary school, were included. Semi-structured interviews were conducted and tape-recorded over a 6-month period. Transcriptions of the interviews and field notes were analyzed to produce 268 pieces of data that were sorted by theme. Themes that emerged in the data and the strengths and weaknesses that appeared in the planning process are highlighted. The results show the difficulty of restructuring schools. Goals embraced by parents and teachers differed. The two themes of autonomy and parental involvement were found throughout the interviews. The school staff wanted autonomy to determine how best to serve student program. Appendix A provides a complete statement of the program's goals. Appendix B lists the 195 shows and indicates major and minor emphases for each program. Appendix C describes further details of analysis of segments involving goals 2 and 3. Appendix D provides a list of the Season IV programs that includes program title, format, running time, content, and goal classification. (MDH)

ED 348 218   SE 052 635

Yusuf, Mian Muhammad
LOGO Based Instruction in Geometry.
PUB DATE- 91
NOTE- 18p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 16-19, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Covariance; *Computer Assisted Instruction; Concept Formation; Geometric Concepts; *Geometry; Grade 7; Grade 8; Instructional Materials; Junior High Schools; Learning Activities; *Mathematics Achievement; Mathematics Education; *Mathematics Instruction; *Student Attitudes; Teaching Methods
IDENTIFIERS- *LOGO Programing Language; Van Hiele Levels

The objective of this pretest-posttest Quasi-Experimental Design study was to determine the effects of LOGO Based Instruction (LBI) compared to instruction by teacher lecture and pencil-and-paper activities on: (1) students' understanding of the concepts of point, ray, line, and line segment; (2) students' attitudes toward learning geometry, learning LOGO, and learning through LBI; and (3) students achievment on a researcher-made test on the concepts of point, ray, line, and line segment. Sixty-seven students in the seventh and eighth grades of a Cincinnati middle school made up an experimental group (18 females and 17 males; 27 black and 8 white) that received LBI and a control group (13 females and 19 males; 24 black and 8 white) that received instruction by teacher lecture. Analysis of covariance indicated that students taught with a LBI program scored significantly higher (p .05) on the researcher-made posttest than the control group and showed significant differences (F=6.69-16.38, p .05) in students' positive attitudes towards math/geometry, LOGO, and LBI in favor of the experimental group. Tape recorded interviews of 32 students, 16 from each group, were analyzed to determine the conceptualization of the four geometry concepts. All students were on van Hiele Level 1 before treatment. After treatment, 14 students from the experimental group reached Level 3 and 1 student from the control group reached Level 2, indicating a significant difference (p .05) in favor of the experimental group in terms of gain in van Hiele levels. LBI for learning and teaching geometry at the secondary school level was found to be an effective method. (MDH)

ED 348 219   SE 052 676

Coal Activities for Secondary Students.
PUB DATE- 91
NOTE- 21p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

presents a description of the operationalizing of the concept in four sections: (1) refining and clarifying the definition of EL in the 1990's; (2) an EL continuum; (3) stages of environmental literacy; and (4) levels or degrees of EL. The specific aspects of the three major levels, nominal EL, functional EL, and operational EL are described. The third and final part explores directions for the 1990's and includes questions concerning: whose responsibility it is to stimulate and nurture EL; EL and Higher Education; and assessing EL. The appendix lists terms and concepts that environmentally literate citizens should understand. (38 references) (MCO)

ED 348 236 SO 019 045

Jackstadt, Steve; Mak, James
The Saga of IHU NUI: Economic Man and Teacher's Guide. Updated and Revised.
PUB DATE- 87
NOTE- 185p.; For the 1978 edition, see ED 198 027.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Guides; *Economic Development; *Economics Education; Grade 11; Grade 12; High Schools; *Instructional Materials; Learning Activities; Resource Materials; Resource Units; *Social Studies; Socioeconomic Background; Teaching Guides; Units of Study
IDENTIFIERS- *Hawaii

This document consists of a second edition of the book, "The Saga of IHU NUI: Economic Man," originally published in 1978, and a considerably expanded teacher's guide to accompany the book. The book itself consists of nine episodes depicting Hawaii's economic development written and illustrated in comic book format. Each episode is accompanied by explanatory material and questions. Episode 1 relates the story of Hawaiian life and economy before the arrival of Captain James Cook in 1778. Episode 2 describes the arrival of Captain Cook and its impact on the island economy. After the publication of "Cook's Voyages" in 1784, Hawaii became an important supply base for ships that crossed the Pacific Ocean, and trade with the world quickly developed, as explained in Episode 3. The story of the development of the whaling trade and its effects on Hawaii are reviewed in episode 4. Episode 5 outlines Hawaiian laws and customs relating to land rights. The development of the sugar and pineapple industries are the subjects of episodes 6 and 7. World War II's impact on Hawaii's economy is discussed in episode 8. The growth of the tourist industry is described in episode 9. Data are illustrated in tables. The accompanying teacher's guide provides suggestions and learning activities for teaching each of the episodes. The teacher's guide is organized to facilitate instruction in Hawaiian history and economics within the context of 11th-12th grade social studies programs. These materials can be used with students at all ability levels and can be used as a basic text or as a supplement to other materials. Materials are organized into specific economic or historical concept units that provide: (1) definitions of related terms; (2) learning objectives; (3) teacher information; (4) student learning activities; (5) answers to stated questions; (6) worksheets; (7) charts; and (8) games. (JHP) the former Soviet Union, this book is organized into four chapters. Chapter 1 explores the differing world views of the two superpowers and the major elements that make up those world views--including geography, economics, and government. Chapters 2 and 3 outline the history of U.S.-Soviet relations from 1917 to the present. Finally, chapter 4 describes issues and poses questions that the United States and the former Soviet Union will face in coming years. A glossary of terms and a list of materials for further reading also are included. The appended teacher's guide has four units, each corresponding to the four chaptes of the students text. The units provide a list of objectives, key terms, a motivation activity, student activities, student handouts, unit tests, and an answer key. (DB)

ED 348 257 SO 021 610

International Relations: Understanding the Behavior of Nations. Second Edition.
PUB DATE- 91
NOTE- 121p.; Corresponding "Teacher's Guide" appended. For the first edition, see ED 308 114-115.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship Education; Elementary Secondary Education; Foreign Countries; *Foreign Policy; Global Approach; *Instructional Materials; *International Relations; Social Studies; United States History; World Affairs; World History

This book is designed to help students better understand the forces that shape the foreign policies of all nations and their stake in the future of the global community. The book is organized into four chapters. Chapter 1 examines the behavior of nations and how national interest dictates perceptions, and, therefore actions, of world leaders. Chapter 2 describes the process by which one nation, the United States, develops its foreign policy. Chapter 3 analyzes how events since 1945 have affected the context in which international relations are conducted. Chapter 4 discusses four issues of global importance--military buildups, problems affecting developing nations, international trade, and the environment. The Teacher's Guide is divided into four units (which correspond to the four chapters of the student text), a student pretest and posttest, unit test materials, and student handouts. Each unit contains a list of objectives, key terms, motivation activity, essay and discussion items, and student activities. (DB)

ED 348 258 SO 021 620

Lewinski, Marcel
Perspectives on Peace: A Resource for Teaching Peace and Security Issues.
PUB DATE- 90
NOTE- 138p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Educational Resources; *Foreign Policy; High

of the President, University of California; Charlotte J. Fraas, Congressional Research Service; Sandra Kessler Hamburg, Committee for Economic Development; D. Bruce Johnstone, State University of New York (SUNY); Roberts T. Jones, Department of Labor; Donald J. Nolan, New York State Education Department, representing State Higher Education Executive Officers Association; Hon. Ted Sanders, Department of Education (accompanied by Sally H. Christensen, Director of Budget Services, and Bruno Manno, Acting Assistant Secretary for the Office of Educational Research and Improvement). Prepared statements submitted by these witnesses and others are also included. (DB)

ED 348 278   SO 022 203

International Comparisons in Education: Curriculum, Values, and Lessons.
PUB DATE- 92
NOTE- 61p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Comparative Education; Curriculum Development; Educational Change; Educational Objectives; Educational Policy; Educational Quality; Educational Research; Elementary Secondary Education; Foreign Countries; Futures (of Society); *Instructional Material Evaluation; *International Education; *Role of Education; *School Business Relationship
IDENTIFIERS- *Alberta; Germany; Hungary; *Japan

This study was intended to promote discussion between business leaders and educators in Alberta (Canada) on the quality of Alberta's education system and its relation to the province's economic competitiveness. The study offers an objective comparison of materials used in grades 7 to 12 to teach mathematics, physics, and chemistry in Japan, Germany, Hungary, and the Canadian province of Alberta. Comprised of three reports, Report 1, "International Curriculum Comparisons," presents details of the objective text and curriculum comparison work, and sets forth methodologies, findings, and implications. Report 2, "Alternative Values, Schools, and Futures for the 21st Century," gives an historical perspective of mathematics and science education reform, discusses societal values and their trends in Alberta, and draws cross-cultural comparisons with Japan and European countries. Additionally, education system comparisons, conclusions, and recommendations also are presented. Report 3, "Observations and Lessons Along the Way," offers a business perspective of Alberta issues and identifies further lessons from the international comparison. Implications and recommendations for specific sectors are reviewed and an outline of the course of future development is offered. The study results present findings concerning values, textbooks and curriculum design, emphasis on achievement and outcomes, part-time work, class time utilization and discipline, class organization, mathematics and science education, partnerships, Alberta policy initiatives, and choice and effective schools. Twenty-eight recommendations are made for businesses, educators, and educational policy makers. (DB)

ED 348 279   SO 022 208

World Bank Atlas. Twenty-Fourth Edition.
PUB DATE- 91
NOTE- 65p.; Colors may not reproduce clearly.

school teachers to help their level 1 students meet the state's instructional objectives in the social studies. This particular student level emphasizes the home, school, and neighborhood. The following disciplines are covered in the resource file: psychology, anthropology, sociology, geography, history, economics, political science, and geographic skills. Each activity includes an instructional objective along with a title, topic, time segment, procedures, materials, evaluation, and adaptation. Sample objectives include explaining that each person is unique and has his/her own identity and worth (psychology) and identifying a variety of ways and reasons that each family member depends on other family members (sociology). Additional teacher materials, student information sheets, and student activity sheets also are included where applicable. (DB)

ED 348 301 SO 022 524

A Resource File for Social Studies in Utah. Level 2: Community Relationships.
PUB DATE- 91
NOTE- 352p.; For related documents, see SO 022 522-539.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; Community; Community Role; Grade 2; Learning Activities; Primary Education; *Social Studies; State Curriculum Guides; *Student Educational Objectives; Teaching Methods
IDENTIFIERS- *Utah

This resource file contains information for Utah elementary school teachers to help their level 2 students meet the state's instructional objectives in the social studies. This particular student level emphasizes community relationships. The following disciplines are covered in the resource file: psychology, anthropology, sociology, geography, history, economics, political science, and geographic skills. Each activity includes an instructional objective along with a title, topic, time segment, procedures, materials, evaluation, and adaptation. Sample objectives include listing and discussing jobs of people in the community who produce goods (economics) and describing and illustrating contributions of different cultures which are evident in every community (anthropology). Additional teacher materials, student information sheets, and student activity sheets also are included where applicable. (DB)

ED 348 302 SO 022 525

A Resource File for Social Studies in Utah. Level 3: Comparative Communities and Environments.
PUB DATE- 91
NOTE- 355p.; For related documents, see, SO 022 522-539.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; Community; Community Study; Environment; Environmental Influences; Grade 3; Learning Activities; Local History; Primary Education; *Social Studies; State Curriculum Guides; *Student Educational Objectives; Teaching Methods
IDENTIFIERS- *Utah

This resource file contains information for Utah elementary school teachers to help their level 3 students meet the state's

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - General (020)
DESCRIPTORS- Foreign Countries; Foreign Culture; High Schools; Instructional Materials; *International Education; *International Educational Exchange; Learning Activities; *Teacher Developed Materials; *Teacher Exchange Programs; *Teaching Methods; Travel
IDENTIFIERS- *China
This document consists of a collection of curriculum projects created by U.S. teachers after visiting China during 1990. The projects cover 16 topics concerning China: "The Education System in the People's Republic of China" (T. Birney); "What I Want to Know about the People's Republic: Brief Answers to Questions Asked about the People's Republic of China by Senior High School Students" (D. Chasko); "Tiananmen Square and China One Year Later" (D. Shea Doyle); "Doing Business in China: A Curriculum Unit on Joint Ventures" (J. Heine); "China: Transition and Transformation" (P. Kaufman); "Teaching Tiananmen: The Dream Deferred" (H. Kiernan); "Qin Shih Huang Ti: First Emperor of China, 221-210 B.C." (J. Kramer); "The Role and Status of Women in China and the United States from the Nineteenth Century to 1990" (T. Niewiaroksi); "The First Emperor of China and the Question of Unification: Does It Have Relevance to Contemporary China" (W. Piacentini); "The Effectiveness of the Demographic Initiatives in China Today" (E. Ross); "To Get Rich is Glorious: Student Analysis of Post-Mao Economic Reform in the People's Republic of China" (E. Pike); "The Optimist, Beijing 1990" (R. Ruth); "Women in China: A curriculum Project for Grades Nine and Ten" (S. Sable and D. Doyle); "China: A Pattern of Tradition and Transformation" (D. Solmitz); "The Sights and Sounds of China" (G. Swalley); and "The Transformation of the Chinese Family: The One Child Policy" (S. Tomlison). (DB)

ED 348 326 SO 022 658

Fulbright Summer Seminars Abroad Program, 1990. China's Economic Development: Research Essays.
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 91
NOTE- 118p.; For other years, see ED 340 644 and SO 022 654-659.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Agriculture; Business; *Economic Development; Economic Factors; Economic Progress; Females; *Foreign Countries; International Trade; Rural Economics
IDENTIFIERS- *China; *Fulbright Exchange Program
This collection of nine research papers concerning aspects of the economy of China were written by U.S. college and university professors who traveled to China as part of the Fulbright Hays Summer Seminars Abroad Program. The papers include: "The Impact of Economic Reforms on the Status of Women in China" (M. Eysenbach); "China's Agricultural Economy and Policies" (L. Fletcher); "China: Economic Reform and Social Welfare" (L. Geiger); "China's Foreign Trade" (A. W. Khandker); "China's Economic Development" (E. Kim); "Rural Township and Village Enterprises in China" (S. Park); "Joint Ventures in China" (J. Rassi); "Chinese Enterprises: Responses to Prepared Questions" (E. Ryan); and "Treasury Bonds in China" (K. Weir). (DB)

ED 348 327 SO 022 659

(4) each item and its response options on same page; (5) choice of words reflecting literacy level of target population; (6) brief response options; and (7) items which are simple, direct, and unambiguous. (IAH)

ED 348 346 SP 033 953

Hunter, Lisa K.; Lloyd-Kolkin, Donna
Entering Adulthood: Skills for Injury Prevention. A Curriculum Guide for Grades 9-12.
SPONS. AGENCY- Walter S. Johnson Foundation, Menlo Park, CA.
PUB DATE- 91
NOTE- 115p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Accident Prevention; *Behavior Modification; Curriculum Guides; *Educational Strategies; Grouping (Instructional Purposes); Health Promotion; High Schools; High School Students; Learning Strategies; Lesson Plans; *Safety Education; *Student Behavior

This curriculum helps high school students identify behavior that puts them at risk for injury by promoting the practice of safer behavior. It introduces students to some startling statistics and teaches vital knowledge, attitudes, and behaviors to improve students' personal safety behavior. Educators are encouraged to teach the curriculum via an extended health promotion campaign strategy. With this technique, students work in small groups to research, plan, and implement a focused injury prevention media campaign. Lessons are planned around assessing students' own high-risk behavior, learning to respond in emergency situations, realizing the importance of safety belt and helmet use, making safe choices about drinking and driving, avoiding injuries common in sports and recreation activities, understanding the importance of nonviolent conflict resolution and the dangers posed by weapons, and communicating important safety messages to peers. The guide is organized into two sections. The introduction contains lesson sequence, overview, objectives, time, instructional strategies, teacher responsibilities, and evaluative methods. The section on lessons includes 10 lesson plans: (1) Risk Profile; (2) Taking Risks; (3) Strategies for Prevention; (4) Emergency; (5) Buckle Up; (6) On the Road: Keeping Your Head; (7) Friends Don't Let Friends...; (8) Talk, Don't Shoot; (9) Fun without Injury; and (10) Rate Your Risk. (LL)

ED 348 347 SP 033 955

Garzino, Mary S.
Into Adolescence: Fitness, Health and Hygiene. A Curriculum for Grades 5-8. Contemporary Health Series.
SPONS. AGENCY- Walter S. Johnson Foundation, Menlo Park, CA.
PUB DATE- 91
NOTE- 93p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Curriculum Guides; *Health Promotion; *Hygiene; Instructional Materials; Intermediate Grades; Lesson Plans; Middle Schools; *Nutrition Instruction;

NOTE- 112p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Allergy; Child Caregivers; *Child Health; Chronic Illness; Communicable Diseases; Elementary Education; Elementary School Students; First Aid; Guidelines; Health Education; *Health Promotion; *Medical Services; Pain; Preventive Medicine; *School Health Services; *Symptoms (Individual Disorders)

This handbook discusses the most common childhood conditions that teachers, parents, and caregivers see in children between the ages of 4 and 10; describes signs and symptoms of over 30 common childhood health problems; provides practical strategies for getting children back to the well state once they are ill; and offers guidance as to when professional help should be sought. Following an introduction, the book is organized into six chapters: (1) "The Most Common Complaints: The Aches" (fever, stomachache, headache, head injuries, sore throat, earache, and psychosomatic complaints); (2) "Bug Problems: Bites and Stings"; (3) "Itchy Problems: Rashes and Sores" (information about impetigo, ringworm, conjunctivitis, and mouth lesions); (4) "Catchy Problems: Common Communicable Diseases (chickenpox, fifth disease, the common cold, and influenza); (5) "Preventing Problems: Immunizable Diseases" (diphtheria, tetanus, pertussis, polio, measles, mumps, rubella, and haemophilus influenza type B (HIB); and (6) "Less Common Problems: Chronic Diseases" (arthritis, cancer, diabetes, epilepsy, heart conditions, and HIV/AIDS). Four appendices provide: sample letters to parents about chickenpox, head lice, and influenza; a list of over-the-counter medications for common skin conditions; instructions for emergency treatment for an obstructed airway; and recommended schedule for active immunization of normal infants and children. (LL)

ED 348 366 SP 034 030

Stivers, Janet
An Introduction to Case Use in Teacher Education.
PUB DATE- Apr 91
NOTE- 33p.; Paper presented at the Annual Meeting of the Confederated Organizations for Teacher Education: American Association of Colleges for Teacher Education and New York State Association of Teacher Educators (April 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Case Studies; Elementary Secondary Education; Higher Education; *Problem Solving; Professional Development; *Teacher Education Programs; *Teacher Educators; *Teaching Methods; Writing Skills
IDENTIFIERS- *Case Method (Teaching Technique); Vignettes

This paper explores why and how cases might be used by teacher educators in the professional education of teachers; directs teachers to case materials and relevant articles on case use; suggests guidelines for evaluating cases; and provides a starter set of cases (involving special needs students) that can be photocopied for use in general and special education

PUB DATE- Apr 92
NOTE- 32p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adaptive Testing; *Algorithms; Bayesian Statistics; Comparative Analysis; *Computer Assisted Testing; Estimation (Mathematics); Higher Education; Mathematical Models; Maximum Likelihood Statistics; Test Bias; Test Construction; *Test Reliability; *Undergraduate Students
IDENTIFIERS- Ability Estimates; *Branching Algorithms; *HyperCAT Computer Program; Paper and Pencil Tests

The reliability of four branching algorithms commonly used in computer adaptive testing (CAT) was examined. These algorithms were: (1) maximum likelihood (MLE); (2) Bayesian; (3) modal Bayesian; and (4) crossover. Sixty-eight undergraduate college students were randomly assigned to one of the four conditions using the HyperCard-based CAT program, HyperCAT. As a way to control for order effects, half of the students were randomly assigned to take the paper-and-pencil test first, followed 3 weeks later by the CAT, while the other half took the CAT first. Investigative analyses showed no initial group differences by algorithm for the paper-and-pencil test and for CAT-estimated ability. In addition, there was no order effect. The internal consistency coefficient for the paper-and-pencil test was 0.73. The marginal reliability for the CAT was 0.97. Correlations between the paper-and-pencil scores and theta estimates of ability ranged from 0.48 to 0.79. Reliability was highest for the MLE algorithm, followed by the Bayesian, modal Bayesian, and crossover algorithms, respectively. Given the constraints of MLE branching algorithms (e.g., the examinee must get at least one item correct and one item incorrect), and the alleged biasedness associated with Bayesian branching strategies, the results suggest that the modal Bayesian testing may provide an acceptable alternative. Six tables present study data. Three figures and 14 references are included. (Author/SLD)

ED 348 385 TM 018 768

New Mexico Portfolio Writing Assessment 1991-92: Administration Manual.
PUB DATE- 92
NOTE- 127p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Techniques; Cues; Descriptive Writing; *Educational Assessment; *Grade 4; *Grade 6; Grade 8; *Holistic Approach; Intermediate Grades; Junior High Schools; Narration; *Portfolios (Background Materials); Scoring; State Programs; Student Evaluation; Testing Programs; Test Manuals; *Writing Evaluation; Writing Tests
IDENTIFIERS- *New Mexico; Performance Based Evaluation; Writing Samples

The New Mexico Portfolio Writing Assessment for grades 4 and 6 (optional for grade 8) is to be conducted in the 1991-92 school year, with a call for "best piece" in April of 1992. All students in New Mexico in grades 4 and 6 will participate. This

28 practices. One item was observed in less than half of the classrooms and was deleted, leaving a pool of 27 items. After deleting cases with missing values on the remaining 27 items, the data on 247 teachers were used. A confirmatory factor analysis, using the two factor (instructional presentation and management of student behavior) oblique solution of Swartz and others, was completed. Results were compared to those of the earlier study. Additional exploratory factor analyses were conducted to find a more appropriate model. The two factor oblique solution did not provide an adequate fit for the data. Analyses of the chi-squared test for the model and the fit indices suggest an inadequate model. The original factors of instructional monitoring and instructional feedback may be only one factor, with the other three original factors being maintained. Three tables are included. (RLC)

ED 348 402 TM 018 899

Bateson, David J., Ed.
Classroom Testing in Canada. Proceedings of the Canadian Conference on Classroom Testing (2nd, Vancouver, British Columbia, Canada, June 1-2, 1990).
PUB DATE- Mar 92
NOTE- 119p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Classroom Techniques; *Educational Assessment; Elementary Secondary Education; Foreign Countries; Group Discussion; Program Implementation; *Student Evaluation; Teaching Skills; Testing Programs; *Test Use
IDENTIFIERS- Authentic Assessment; *Canada; Curriculum Based Assessment; Performance Based Evaluation; Schema Theory

This document provides the following 13 conference papers: (1) "Introduction: Where Do We Go From Here?" (D. J. Bateson); (2) "The Context of Classroom Procedures in Evaluating Students" (R. J. Wilson); (3) "Student Evaluation in the Ungraded Primary School: The SCRP (Systematic Cumulative Record of Performance) Principle" (L. McLean); (4) "The Assessment of Group Discussions and Complex Problem Solving: Potential Contributions of Schema Theory" (P. Nagy); (5) "Construction of Curriculum Relevant Tests by Teachers and Experts" (B. S. Randhawa); (6) "Considerations for the Implementation of an Ungraded Primary Program" (K. A. MacRury); (7) "What Should a Classroom Testing Program Look Like? The Functional Factors of an Assessment Program in Primary Classrooms" (J. O. Anderson and D. G. Bachor); (8) "Classroom Assessment: What Research Do Practitioners Need?" (I. McIntyre); (9) "Emerging Needs of the Practitioner in B.C. (British Columbia) Classrooms" (A. R. Taylor); (10) "Grounded Authentic Assessment and Teacher Education" (T. O. Maguire); (11) "What Skills Do Teachers Need in Educational Testing?" (R. K. Hambleton); (12) "Making Assessment Training Relevant for Teachers" (R. J. Stiggins); and (13) "A Call for Measurement Standards in Canada" (W. T. Rogers). (RLC)

ED 348 403 TM 018 900

Carifio, James; Lanza, Marilyn
Further Findings on Non-Linear Patterns of the Blaming of Professionals for Incidents of Aggression and Assault.
PUB DATE- May 92
NOTE- 21p.; Paper presented at the Annual Meeting of the New England Educational Research Association (Portsmouth, NH, May 6-

directors.

ED 348 420 UD 028 523

Waggoner, Dorothy
Undereducation in America: The Demography of High School Dropouts.
PUB DATE- 91
NOTE- 253p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- American Indians; Asian Americans; Black Students; *Demography; *Disadvantaged Youth; *Dropouts; *Educationally Disadvantaged; Eskimos; High Risk Students; High Schools; *High School Students; Hispanic Americans; *Minority Group Children; National Surveys; Pacific Americans; White Students
IDENTIFIERS- Aleut (Tribe)

This book presents the findings of a study of the demography of high school dropouts using a special analysis model applied to 1980 census results and other published data. The study sought to place findings in the context of the trends in national educational attainment in the second half of the 20th century. Data were categorized and analyzed in terms of the following parameters: (1) each racial/ethnic group separately; (2) language minority youth; (3) non-Hispanic American White minority youth separately from White majority youth; and (4) youth from families with incomes above and below the poverty level. The paper is divided into nine chapters. Chapter 1 summarizes the findings and presents the principal policy implication of the study. Chapter 2 presents the numbers and characteristics of under-educationed youth in 1980, while chapter 3 discusses under-education risk. The final chapters describe the racial/ethnic groups and individually address the numbers and characteristics of the following groups: (1) under-educationed White majority youth; (2) African American youth; (3) Hispanic American youth; (4) non-Hispanic American White minority youth; (5) American Indian, Eskimo, and Aleut youth; and (6) Asian and Pacific Islander youth. Included are 21 figures; 87 tables; appendices on the sources and accuracy of the data, definitions, and questions from the census form; and a 49-item bibliography. (JB)

ED 348 421 UD 028 547

Science Lives: Women and Minorities in the Sciences.
SPONS. AGENCY- Corporation for Public Broadcasting, Washington, D.C.; Minnesota Univ., Minneapolis.
PUB DATE- 91
NOTE- 23p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- Audiotape Cassettes; Blacks; *Career Choice; Disabilities; Educational Trends; *Equal Opportunities (Jobs); *Females; Hispanic Americans; *Minority Groups; Profiles; Programing (Broadcast); Radio; *Role Models; *Science Careers; Science Education; Scientists

This pamphlet and accompanying brochure of the same title describe a radio series of 13 half hour programs on the participation of women and minorities in science in the United States. The series attempts to make the public aware of the crisis in the sciences and science education and provides role models for young people, particularly young women and members of minority groups, who are contemplating science careers. The

Section 504 to identify and locate handicapped homeless children and youth, reviews Chapter 1 policy for the eligibility of homeless children, highlights the Mandatory Kindergarten Law's impact for homeless parents and their 5-year-old children, explains the School Health Services Standards' Physical Examination Requirement, and provides data about Exemplary Practices. Data are given in six figures and numerous tables. (RLC)

ED 348 438 UD 028 795

In the Shadow of Opportunity: Removing Barriers and Creating Success for America's Homeless Children and Youth. A Policy Statement.
PUB DATE- Apr 92
NOTE- 75p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Affirmative Action; *Compensatory Education; *Compliance (Legal); *Disadvantaged Youth; Economically Disadvantaged; *Educational Legislation; Educationally Disadvantaged; Elementary School Students; Elementary Secondary Education; Equal Education; Federal Programs; *Homeless People; Low Income Groups; Public Education; Secondary School Students; Special Needs Students; *State Programs
IDENTIFIERS- *Stewart B McKinney Homeless Assistance Act 1987

This report highlights selected states' attempts to meet the requirements of the 1990 amendments to the Stewart B. McKinney Homeless Assistance Act (SMHAA), which lays the groundwork for assuring that homeless children and youth have access to and success in schools. A homeless child's success story and an issue that impacts a state's ability to respond to homeless children's and youth's educational needs are each summarized for 25 states and the District of Columbia. With increased funding for fiscal year (FY) 1992, some states are expanding after-school tutorial and homework assistance projects, local projects that provide support services to address the special needs of runaway and homeless youth, alternative school programs, or initiatives that address the need for school supplies, clothing, transportation, and self-awareness. Whether the issue is full funding, the 35-50 percent requirement, transportation, or the need to increase minimum state allotments, each state's challenge is to ensure that no homeless child is left in the shadow of an opportunity to be successful in school. While no substitute for a permanent home, schools can offer the continuity, security, sense of belonging, and normalcy in a homeless child's otherwise turbulent life. Legislators, advocates, parents, and educators must work together to remove barriers that impinge on a homeless child's school success. Appendixes include a table showing actual FY 1991 grants and estimated FY 1992 grants for the 50 states, District of Columbia, Puerto Rico, and outlying U.S. territories, and a list of 59 state homeless coordinators of the SMHAA. (RLC)

ED 348 439 UD 028 797

Strang, E. William; Carlson, Elaine
Providing Chapter 1 Services to Limited English-Proficient Students. Final Report.
SPONS. AGENCY- Office of Policy and Planning (ED), Washington, DC.
PUB DATE- 91

needs and desired protection from mandates that typically are enforced uniformly across schools and districts without regard for a given school's unique characteristics or circumstances. Parents wanted greater participation for all parents in school governance, in establishing budget priorities, in the life of the school, and in the education of every child at the school. Included are 22 references and 2 tables. (RLC)

ED 348 456 UD 028 828

Bacon, Tina P.; And Others
Perceptions of Racial Interaction in the School: The Racial Climate Survey.
PUB DATE- 91
NOTE- 22p.; Paper presented at the Annual Meeting of the Florida Educational Research Association (Clearwater, FL, November 15, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; American Indians; Asian Americans; Black Students; *Educational Environment; Elementary Secondary Education; Hispanic Americans; Interpersonal Competence; Racial Attitudes; Racial Bias; Racial Discrimination; *Racial Relations; *School Surveys; *Student Attitudes; *Teacher Attitudes; White Students
IDENTIFIERS- Florida

This study examines responses to a survey that assessed perceptions of racial relations in schools to highlight areas that would benefit most from school attention. The Racial Climate Survey was administered to 2,882 students and 377 teachers/administrators in a large school district in Florida. An exploratory factor analysis of the 12-item survey showed that items could be grouped into 3 themes: (1) perceptions of personal interactions; (2) perceptions of administrators' and teachers' respect and fairness for students of different races; and (3) perceptions of students' social interactions. Estimates of internal consistency using Cronbach's alpha coefficient were 0.77 for the total score, 0.81 for Factor I, 0.72 for Factor II, and 0.50 for Factor III. Multivariate analyses of variance were used to examine factor differences between school staff and students, males and females, and racial groups. School staff had significantly more positive perceptions of personal interactions and more positive perceptions of administrators' and teachers' respect and fairness than did students. Staff and students perceived students' social interactions as being less positive. Black staff members and Black students had fewer positive perceptions of fairness of treatment for students of different races (White, Black, Hispanic American, Asian American, and American Indian). Included are 10 references and 6 tables. (RLC)

ED 348 457 UD 028 829

IMPACT II Teaching Ideas Catalog.
PUB DATE- 92
NOTE- 51p.; Photographs will not copy adequately.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Catalogs; Creativity; *Curriculum Development; Educational Change; *Educational Innovation; *Elementary School Curriculum; Elementary Secondary Education; Instructional

Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Coal; Elementary Education; *Energy Education; Environmental Education; Instructional Materials; Intermediate Grades; *Laboratory Experiments; *Learning Activities; Science Activities; *Science Experiments; Secondary Education
IDENTIFIERS- *Distillation (Science)

This collection of lesson plans designed for teachers of 4th- through 12th-grade students utilizes an assortment of teaching strategies for topics related to coal and the coal industry. Activities cover the following topics: coal formation; coal identification; "the geologist's dilemma" (a supply and demand activity); geologic time and the formation of coal; history of the coal industry in the United States; coal derivatives; and coal composition. Teaching methods vary with each lesson to include experimentation, simulation, and student interviewing. Experiments allow for the study of coal derivatives through destructive distillation, and for the study of coal composition through moisture and ash analysis. Each experiment lesson plan designates grade level, objectives, discussion techniques, materials, procedures, and results or data collection analysis. One of two simulation lesson plans consists of a coal formation project to observe the conditions present in coal formation. The second simulation lesson plan is a role play activity where students use problem solving skills in resolving any energy source dilemma. A student interviewing activity entails identifying local people who have been involved with coal mining operations in the past. This particular lesson includes sample interview questions and permission slips to be signed by parents and persons interviewed. (MCD)

ED 348 220 SE 052 719

Driscoll, Mark
Stories of Excellence: Ten Case Studies from A Study of Exemplary Mathematics Programs.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 87
NOTE- 111p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Case Studies; Elementary School Mathematics; Elementary Schools; Elementary Secondary Education; High Schools; *Mathematics Curriculum; *Mathematics Education; *Mathematics Teachers; Middle Schools; Qualitative Research; Secondary School Mathematics; *Teacher Administrator Relationship; *Teacher Student Relationship
IDENTIFIERS- *Mathematics Education Research

As an outgrowth of "A Study of Exemplary Mathematics Programs," conducted at the Northeast Regional Exchange in Chelmsford, Massachusetts, a panel of experts rated 150 school mathematics programs that had submitted evidence of excellence in student outcomes, for example, high test scores, exceptional course enrollments, significant awards, notable successes for female and minority students, and special success with mathematical enrichment programs. A panel of experts then visited 28 of these schools, singly or in pairs, to find evidence for the factors and the conditions predicated to be associated with excellence in precollege mathematics, namely: (1) a high valuation of mathematics achievement effectively communicated to students; (2) an emphasis on frequent homework with extensive feedback; (3) a flexible curriculum geared to maximize individual student success; (4) a curriculum developed and owned by the staff; (5) a school climate consistently

ED 348 237 SO 019 697

Yellis, Ken, Ed.
Interpreting Historic Sites & the Built Environment.
PUB DATE- 85
NOTE- 32p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Architectural Education; Architecture; *Built Environment; *Educational Facilities; *Educational Improvement; *Educational Philosophy; Educational Quality; Educational Resources; Elementary Secondary Education; *History; Interior Space; Interpreters; Local History; *Museums; Orientation; Physical Environment
IDENTIFIERS- Historical Background; Historical Explanation; Historical Interpretation; Historical Landmarks; Historical Materials; Historical Methods; Historical Societies; *Historic Sites; Illinois (Chicago); Living History; Museum Studies

This issue focuses on the interpretation of built environments, from Washington Irving's 19th century home in Tarrytown, New York, to structures in contemporary Chicago. Barbara Carson, Margaret Piatt, and Renee Friedman discuss the interpretation of interior and exterior spaces and explain how to teach history with objects instead of teaching the history of objects. Suzanne Schell describes how the interpretation of historic sites has evolved since the first one was established in 1850. Richard Ehrlich, examining the functions and objectives of museum visitor orientation, states that orientation should prepare visitors for their experience by encouraging real learning. Candace Matelic explores the development of interpreter training at the Henry Ford Museum and Greenfield Village in Dearborn, Michigan. Robert Birney offers guidelines for achieving excellence in educating people to interpret historic sites to the public. Fred Schroeder states that, while living history is an exciting and entertaining method of historical interpretation, it must be augmented by traditional interpretive techniques, such as case exhibits and lectures, to accurately depict all aspects of life. Emily Eig and Laura Harris, describing Chicago as a museum, explore municipal and private efforts in presenting/interpreting its artifacts/buildings to the public. Alan Sandler stresses the importance of teaching about architecture, presenting excerpts from "The Sourcebook," a compendium of teaching resources developed by the American Institute of Architects to bring architecture into the classroom. John Herbst discusses the cooperative efforts of three museums near Paterson, New Jersey in sponsoring a joint exhibition focusing on local history. (GEA)

ED 348 238 SO 019 698

Schell, Suzanne B., Ed.
Heritage Education: Teaching a Preservation Ethic.
PUB DATE- 88
NOTE- 29p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Historical Materials (060)
DESCRIPTORS- Architectural Character; *Architecture; Buildings; Built Environment; Community Characteristics; Community

Schools; *International Relations; Peace; Social Studies; Teaching Guides; Teaching Methods; World Affairs
IDENTIFIERS- *Peace Education; USSR

Designed to help teachers discuss and explore with students the many aspects of peace and security in a rapidly changing world, this teaching manual examines the issues from many different points of view. Students are encouraged to examine the issues, collect information, and present their own views and opinions based on the facts. The book contains six chapters, each of which explores a particular aspect of peace and security. Chapter 1, "Perspectives on Peace," looks at the concept of peace itself and asks if a nation can have peace without a security apparatus. Chapter 2, "Eye on the Soviet Union," is an examination of U.S.-Soviet relations and the impact the two superpowers have had on peace and security issues for the last 50 years. Chapter 3, "The Human Condition: Poverty and Peace," asks the question: can a nation be at "peace" if poverty, hunger, and human suffering exist within its borders? Recent democratic movements in Eastern Europe and Central America have raised many questions concerning peace and security issues--not just for the United States, but for the rest of the world as well. Chapter 4, "Democracy: The Road to Peace?" looks at these movements and studies the impact they will have on global stability. Chapter 5, "The Global Environment: A Common Trust," discusses an issue that many experts believe will serve as a bridge to unite former enemies behind the common cause of solving the world's massive environmental problems. Chapter 6, "The World Economy," examines the concept of interdependence and how trade and business relations can work to bring the world closer together but also can create "economic conflicts" among friends and enemies. The book suggests a variety of instructional strategies, and each chapter contains activities that list objectives, outline a procedure, and offer additional suggestions. Twenty-two student handouts are included, as are lists of resources on peace and security issues corresponding to each chapter of the book. (DB)

ED 348 259   SO 021 624

The Citizen Bee Guide to American Studies with Student Answer Key. Third Edition.
PUB DATE- 90
NOTE- 252p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Citizenship Education; Economics Education; Geography Instruction; High Schools; Social Studies; *Test Items; *United States Government (Course); *United States History

Designed for students, this survey of American history, culture, government, economics, and geography tests their knowledge in these areas through a variety of questions. The questions are organized into 12 subtopics divided among 4 major categories: 5 topics under History, 5 under Government, 1 under Economics, and 1 under Geography. The topic areas are: (1) a new world, a new nation (1492-1783); (2) nationalism and sectionalism (1783-1865); (3) industrializing America (1865-1919); (4) democracy and adversity (1919-1945); (5) emergence as a world power (1945-

LANGUAGE- English; French; Spanish
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Geographic Materials (133),Reference Materials - Geographic Materials (133)
DESCRIPTORS- *Atlases; Comparative Analysis; Demography; *Developed Nations; *Developing Nations; *Economic Development; Economic Factors; Foreign Countries; Geography; *Global Approach; Maps; Population Growth; Social Influences

This edition of the World Bank Atlas presents curent economic and social data for 185 countries and territories in the world. A number of maps, tables, and graphs highlight key relationships and trends in the development of the countries. The atlas includes data on population, gross national product (GNP), share of agriculture in gross domestic product, daily calorie supply per capita, life expectancy, fertility rates, school enrollment, and illiteracy rates. Population and GNP statistics are provided not only in absolute terms, but also as growth rates for 1981-1990. Explanatory text and technical notes are provided in parallel columns written in English, French, and Spanish; major subject headings for graphs and maps are also presented in three languages. Maps and graphs make liberal use of color. (DB)

ED 348 280 SO 022 212

Barker, Gary
Adolescent Fertility in Sub-Sahara Africa: Strategies for a New Generation. Based on the Proceedings of the International Forum on Adolescent Fertility (Arlington, Virginia, September 1990).
PUB DATE- Mar 92
NOTE- 39p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Adolescents; Birth Rate; Demography; *Developing Nations; Foreign Countries; Foreign Culture; *Health Education; Health Programs; Health Services; *Population Education; *Public Policy
IDENTIFIERS- *Africa (Sub Sahara)

This report is designed to: (1) synthesize information presented at a forum on adolescent fertility in Sub-Saharan Africa and to review the major research findings; (2) provide highlights of some notable program efforts reaching adolescents in Sub-Saharan Africa; and (3) offer a series of recommendations for future action. Five key cultural and social factors that affect adolescent fertility in Sub-Saharan Africa were identified: (1) rapid rural-to-urban migration; (2) increasing educational attainment for women and rising ages in marriages; (3) breakdown of traditional value systems; (4) the continuing influence and adaptation of certain traditional factors; and (5) the spread of HIV/AIDS. High rates of adolescent pregnancy in Africa are related to two factors: (1) high rates of sexual activity among teens, both married and unmarried; and (2) extremely low use of contraception. One of the strongest programmatic responses to these issues has been the implementation of Family Life Education (FLE) curricula in African schools. Additional programs are identified and discussed. Ten specific recommendations are made, including conducting operations research to identify successful programs and expanding AIDS prevention for youth. Lists of co-sponsoring organizations and participants at the International Forum on Adolescent Fertility are included. (DB) instructional objectives in the social studies. This particular student level emphasizes comparative communities and environments. The following disciplines are covered in the resource file: psychology, anthropology, sociology, geography, history, economics, political science, and geographic skills. Each activity includes an instructional objective along with a title, topic, time segment, procedures, materials, evaluation, and adaptation. Sample objectives include discussing how groups utilize the environment to secure their basic needs (geography) and explaining how an invention influences change in human society (history). Additional teacher materials, student information sheets, and student activity sheets also are included where applicable. (DB)

ED 348 303 SO 022 526

A Resource File for Social Studies in Utah. Level 4: Living in Groups in Differing Environments.
PUB DATE- 91
NOTE- 485p.; For related documents, see SO 022 522-539.
LANGUAGE- English
EDRS Price- EDRS Price - MF02/PC20 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Environment; Grade 4; *Groups; Intermediate Grades; Learning Activities; *Social Studies; State Curriculum Guides; *Student Educational Objectives; Teaching Methods
IDENTIFIERS- *Utah

This resource file contains information for Utah elementary school teachers to help their level 4 students meet the state's instructional objectives in the social studies. This particular student level emphasizes living in groups in differing environments. The following disciplines are covered in the resource file: psychology, anthropology, sociology, geography, history, economics, political science, and geographic skills. Each activity includes an instructional objective along with a title, topic, time segment, procedures, materials, evaluation, and adaptation. Sample objectives include identifying various plants and animals native to Utah and comparing them with others found around the world (geography) and explaining frustrations as a result of people's needs not being satisfied (psychology). Additional teacher materials, student information sheets, and student activity sheets also are included where applicable. (DB)

ED 348 304 SO 022 527

A Resource File for Social Studies in Utah. Level 5: Environments and Cultures: the Western World.
PUB DATE- 91
NOTE- 552p.; For related documents, see SO 022 522-39.
LANGUAGE- English
EDRS Price- EDRS Price - MF02/PC23 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; Cultural Awareness; Cultural Education; *Environment; Grade 5; Intermediate Grades; Learning Activities; *Social Studies; State Curriculum Guides; *Student Educational Objectives; Teaching Methods
IDENTIFIERS- *Utah; Western Hemisphere

This resource file contains information for Utah elementary school teachers to help their level 5 students meet the state's instructional objectives in the social studies. This particular

Fulbright Summer Seminars Abroad Program 1991. China: Tradition and Transformation. Curriculum Projects.
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 92
NOTE- 554p.; For other years, see ED 340 644 and SO 022 654-658.
LANGUAGE- English
EDRS Price- EDRS Price - MF02/PC23 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Collected Works - General (020)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *Instructional Materials; *International Relations; Social Studies; Study Abroad; *Teacher Developed Materials; *Teacher Exchange Programs; Units of Study
IDENTIFIERS- *China

Written by U.S. teachers who traveled to China in 1991, this document contains a compilation of curriculum projects about China. The projects include: "China Via the Five Fundamental Themes of Geography" (S. Cassady); "Jiemei (Sister): An Analysis of the History and Role of Women in the People's Republic of China" (M. Collescano); "China: An Introductory Unit for a Study of Contemporary Societies (6th grade)" (G. S. Dallas); "Youths Understanding One Another, Cross-Culturally" (B. Dutton); "The American Revolution: A Lesson Plan Comparing the Text Treatment of the Event in American Texts and Texts from Mainland China" (J. Garland); "Curriculum Projects on China, Chinese Geography, Chinese Proverbs, and Chinese Education" (D. Genet); "Images in Flux: Sino-Japanese Relations During the Summer of 1991" (R. Hayzer); "China: Yesterday and Today, A Whole Language Unit for Grades 4 and 5" (C. Hokanson); "Chinese American Friendship Club" (P. Kopchick); "Scenes of China, Summer 1991: A Video Script" (K. Long); "Women in China: Role in Transition" (V. Phebus); "China Kaleidoscope: Units of Study, Grades 3-5" (J. Rushton); "The Voyages of Zheng He: China's 15th Century Navigator" (C. Sage); "The History of Education in the People's Republic of China" (K. Sid); "From Mao to Now: China in Transformation and Change" (R. Stelton); "Two Projects: 'Woman Warrior' Unit and Introduction to the Art of China" (N. Traubitz); "China Across Lines: An Interdisciplinary Study Guide for Secondary Curriculum" (A. Trummer); and "Interpreting the Past: China's Terracotta Warriors" (C. Volger). (DB)

ED 348 328   SO 022 671

MacGregor, Ronald N.
Post-Modernism, Art Educators, and Art Education. ERIC Digest.
SPONS. AGENCY- Getty Center for Education in the Arts, Los Angeles, CA.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Art Criticism; *Art Education; *Art History; Artists; Art Products; Art Teachers; *Curriculum Development; *Educational Theories; Elementary Secondary Education; *Teaching Methods
IDENTIFIERS- ERIC Digests; *Postmodernism

This ERIC digest explores aspects of post-modernism in art and

*Physical Fitness; Worksheets
IDENTIFIERS- *Health Related Fitness

The Contemporary Health Series is intended to help teachers address critical health issues in their classrooms. It is designed to provide educators with the curricular tools necessary to challenge students to take personal responsibility for their health. This learning module, directed at middle school teachers, focuses on several health and family life topics. Seven lessons help students develop an understanding of specific behaviors they can practice to keep themselves healthy. Four health factors are addressed: nutrition; sleep; cleanliness; and physical activity. The seven lessons treat these factors as follows: (1) "Personal Health-Do I Care?" considers the importance of personal health; (2) "Food for Health" stresses the importance of good nutrition; (3) "The Land of Nod" explores the topic of sleep and helps students analyze personal sleep needs; (4) "Keep it Clean" provides basic hygiene education with a focus on hair, nails, and teeth; (5) "Get Physical, Get Healthy" emphasizes the importance of physical activity in terms of flexibility, muscle strength, and cardiorespiratory endurance; (6) "The Road to Fitness" teaches students to evaluate personal plans for fitness; and (7) "Fit for Fun" guides children in selecting appropriate activities they will enjoy. Each lesson incorporates approximate time required and instructional strategies (brainstorming, class discussion, cooperative learning groups, creative expression, pages suitable for overhead transparencies, roleplays, teacher lecture, and worksheets). (LL)

ED 348 348 SP 033 956

Promoting Adolescent Health and Well-Being through School-Linked, Multi-Service, Family-Friendly Programs. Meeting Highlights and Background Briefing Report: Family Impact Seminars with COFO (Washington, D.C., July 12, 1991).
SPONS. AGENCY- Consortium of Family Organizations.; Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Maternal and Child Health and Resources Development.
PUB DATE- 91
NOTE- 50p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Adolescents; *Child Health; Family Involvement; Health Needs; Health Programs; *Health Promotion; Intermediate Grades; Parent Influence; Parent School Relationship; *School Health Services; *School Role; Secondary Education; *Well Being
IDENTIFIERS- *Integrated Services

Increased attention to adolescent health and well-being has been stimulated by rising mortality rates and high morbidity rates among adolescents. Several national inquiries have found that the responses of medical and other service systems do not adequately meet the health-related needs of adolescents and that a different approach, involving collaboration among the various service sectors that impinge on adolescents' lives, is needed. The school is being viewed as the hub around which these services can most easily and effectively be coordinated and delivered to teens. This school-linked, multi-service model has been implemented in a number of states. Initiatives in California, Florida, Kentucky, Michigan, New Jersey, New York, and Oregon are outlined in this report. Highlights of a seminar that focused on the many interrelated health problems of adolescents open the report. In addition, the report reviews courses. Eight questions are addressed: (1) Why should teacher educators consider using case method? (2) How are cases different from examples, anecdotes, and reminiscences that teacher educators have found useful? (3) Are there meaningful differences among terms currently in use, e.g., case, case profile, case study, case story, vignette? (4) What characterizes a good case? (5) In what ways do cases differ, and how can teacher educators use those differences to the greatest advantage? (6) How are cases actually used in the classroom and how does one teach with cases? (7) Where can good cases be found? and (8) How can one get started? A reference list uses boldface type to denote entries containing teaching cases. Three appendices include: guidelines for evaluating cases, problem selection and development, and case presentation; sources for teaching cases; and five cases featuring problems encountered by teachers working with special educational needs students. (LL)

ED 348 367 SP 034 033

Stiegelbauer, Suzanne
Why We Want To Be Teachers: New Teachers Talk about Their Reasons for Entering the Profession.
PUB DATE- Apr 92
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Career Choice; Elementary Secondary Education; Foreign Countries; Higher Education; *Social Change; *Student Attitudes; Teacher Characteristics; *Teacher Education Programs; Teacher Educators; *Teaching (Occupation)
IDENTIFIERS- Idealism; *University of Toronto (Canada)

This paper examines a random sample of applicants (n=203) accepted to the Faculty of Education, University of Toronto (Canada), and addresses the following questions: (1) what new teachers say about their reasons for entering the profession; (2) how those reasons align with current thinking about the qualities of teachers necessary to a changing profession; (3) whether their reasons differ by self-selected level of elementary, junior, or senior high school; and (4) what analysis of these statements suggests to program designers for the education of new teachers. The following themes emerge across all levels: (1) the need to make a difference to students and society; (2) teachers as role models for students; (3) the teacher-student exchange as one of mutual growth and continuous learning for both; (4) a wish to share personal knowledge and expertise; and (5) the creation of a positive learning environment. Beginning teachers appear to be optimistic and interested in making a difference to themselves, their students, and society. Teacher educators should strive to maintain these high levels of energy and idealism; focus on abilities that address the needs of a changing society, and assist beginning teachers to become effective agents of change. (LL)

ED 348 368 SP 034 050

Overby, Lynnette Young
Status of Dance in Education. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement

manual provides instruction for procedures to be followed in the school year. Guidelines should be observed by each classroom teacher charged with conducting the assessment in order to assure the validity of the results. The assessment is to be conducted in a classroom setting. Each student is to have a portfolio to store written materials until the best piece is submitted. The scoring guide in this manual contains a practice prompt that teachers may use with students while explaining the prompts and scoring procedures. There are three prompts at each grade level that are required for developing and storing in the students' portfolios. For each grade, a prompt is supplied for narrative, descriptive, and expository writing. In the spring of 1992 students and teachers will select the "best piece" for each prompt, although a best piece will only be sent out for scoring for one of the prompts. Final drafts of best pieces should remain in the portfolio to be passed to the teacher of the next school year. Students will receive individual holistic scoring reports, and the school will receive overall results. Numerous student writing samples are provided. A 21-item bibliography is included. (SLD)

ED 348 386   TM 018 781

Orozco, Sergio; Freidrich, Katherine R.
Canonical Correlations between Dimensions of Acculturation and Psychological Adjustment.
PUB DATE- Apr 92
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Acculturation; *Adjustment (to Environment); *College Students; Comparative Testing; Correlation; Factor Analysis; Higher Education; Interpersonal Relationship; *Likert Scales; *Mental Health; *Mexican Americans; Multivariate Analysis; Personality Measures; Psychological Characteristics; White Students
IDENTIFIERS- *Acculturation Rating Scale for Mexican Americans; *Minnesota Multiphasic Personality Inventory

The relationship between factors underlying a measure of acculturation, the Acculturation Rating Scale for Mexican Americans (ARSMA), and the 566-item Minnesota Multiphasic Personality Inventory (MMPI) was studied. The ARSMA consists of 20 questions that are scored on a 5-point Likert scale ranging from Mexican oriented (1) to Anglo oriented (5). Acculturation is an important moderator variable in surveys of the mental health of Mexican Americans. Subjects were 349 English speaking Mexican American college students and 101 Anglo American college students in Texas. Results of principal components analysis indicate that noteworthy relationships exist between some aspects of acculturation and conventional measures of psychological adjustment. Individuals who score lower on social withdrawal/intrapersonal dissatisfaction and social conformity on the ARSMA tend to score higher on the social withdrawal/intrapersonal dissatisfaction and social conformity factors of the MMPI. Results are not generalizable to the Hispanic American population as a whole because the sample consisted of English-speaking college students, most of whom were female. Three tables present study data, and there is a 14-item list of references. (SLD)

8, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aggression; Attitudes; Attribution Theory; *College Students; Comparative Analysis; Conflict; Crime; Higher Education; Hostility; Locus of Control; *Nurses; *Patients; Rating Scales; *Response Style (Tests); Responsibility; Violence
IDENTIFIERS- *Assaults; *Blame; Nursing Students; Vignettes

This study compared responses to three vignettes describing incidents between a male patient and a female nurse that involved the nurse being mildly assaulted, severely assaulted, or verbally abused (the control condition) by the patient. After reading each vignette, 32 of 42 female senior-year nursing students and 28 of 48 practicing nurses answered 13 questions, using a 5-point rating scale assessing the degree to which each nurse was responsible for the incident. Responses to the three vignettes were highly correlated. The response levels to a given vignette could be predicted from a respondent's response to the other vignettes. No significant differences were found between vignette types. In general, the v-shaped non-linear response pattern where female nurses were blamed more for the incident in which a mild assault occurred than in the severe assault or control incident was confirmed in all analyses that cross-validated the results of the authors' previous studies, in which subjects responded to only one vignette. Data on subjects' age, years of job experience, prior assault history, and belief in a just world scores did not significantly correlate to any of the three vignette scores. The results strongly confirm those of the authors' previous research and support the blaming catastrophe phenomenon. Nine tables and a 21-item list of references are included. (RLC)

ED 348 404 TM 019 282

The National Education Goals Report 1992: Building a Nation of Learners.
PUB DATE- 92
NOTE- 321p.; For the 1991 report, see ED 334 280.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Academic Standards; Adult Literacy; Advisory Committees; Citizenship Education; Comparative Analysis; Comparative Education; Educational Improvement; *Educational Objectives; Elementary Secondary Education; High School Graduates; Mathematics Achievement; *National Programs; School Readiness
IDENTIFIERS- America 2000; Educational Indicators; *National Education Goals 1990; National Education Goals Panel; Progress Reporting; *Reform Efforts; Science Achievement; Standard Setting

This report, the second of two published to date, provides the most current information on progress made toward realizing the six national education goals adopted by the nation's governors and President Bush at an educational summit held in Charlottesville, Virginia, in 1989. The goals established a framework for action in terms of readiness for school; high school completion; student achievement and citizenship; science and mathematics; adult literacy and life-long learning; and safe, disciplined, and drug-free schools. The report is organized into 4 main chapters which include, along with first two programs are documentaries defining the problem and the creative solutions being tried. The remainder of the programs are portraits of female and minority scientists at work. The following are the programs: (1) "A Shortage of Scientists"; (2) "Opportunities in a Crisis"; (3) "The Right Chemistry" (Gertrude Elion); (4) "It Must Have Been a Plant" (Eloy Rodriquez); (5) "Out of this World" (Mae Jemison); (6) "Interplanetary Voyages" (Mary Ross); (7) "A Mover and Shaker" (Karen McNally); (8) "Soul of a New Gene" (Lydia Villa-Kamaroff); (9) "There Must Be a Cure" (Cecil Pickett); (10) "Critical Masses" (Mildred Dresselhaus); (11) "FRU FLY" (Clifton Poodry); (12) "Science Abled" (Anne Swanson); and (13) "Equally Healthy" (Louis Sullivan). (SLD)

ED 348 422 UD 028 698

The Resolving Conflict Creatively Program: 1988-1989. Summary of Significant Findings.
SPONS. AGENCY- Community School District 15, Brooklyn, N.Y.; New York City Board of Education, Brooklyn, NY. Office of Health, Physical Education, and School Sports.; New York Educators for Social Responsibility.
PUB DATE- May 90
NOTE- 15p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Attitudes; *Conflict Resolution; Curriculum Evaluation; *Educational Environment; Elementary Education; *Elementary School Students; Faculty Development; Inservice Teacher Education; Program Effectiveness; *Program Evaluation; *School Districts; School Surveys; Student Attitudes; Teacher Attitudes; *Urban Schools
IDENTIFIERS- New York City Board of Education

This paper describes an evaluation the 1988-89 implementation of the Resolving Conflict Creatively Program (RCCP), which began in Community School District 15 in Brooklyn (New York) as a collaborative effort with the city's board of education and other community school districts and agencies. The evaluation assessed RCCP components and the RCCP's impact on participating students, staff, administrators, and school climate. The RCCP focuses on conflict resolution and intergroup relations, shows young people non-violent alternatives for dealing with conflict, teaches children skills to make non-violent alternatives to conflict real in their own lives, increases students' understanding and appreciation of their own and different cultures, and shows children that they can play a powerful role in creating a more peaceful world. The RCCP includes a 20-hour training course for teachers, regular classroom instruction in creative conflict resolution based on a 10-unit curriculum, classroom visits by expert staff development consultants, and a student mediation component. The evaluation used data from a teacher survey, an administrator survey, a student achievement test for a representative sample of participating fourth through sixth graders, and peer mediation instruments. Results show that the RCCP provides exemplary services to participants in District 15 and has had a positive initial implementation in Districts 2, 27, and 75. Participants' had extremely positive assessments of all RCCP components. The RCCP had a positive impact on students, staff, and classroom and school climate. Children's attitudes and behaviors changed in positive ways as a result of their RCCP participation. The mediation component was successfully implemented and fostered more peaceful class and school

NOTE- 194p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Admission Criteria; Case Studies; *Compensatory Education; *Disadvantaged Youth; Elementary School Students; Elementary Secondary Education; Eligibility; Equal Education; Federal Programs; *Homeless People; *Limited English Speaking; Public Education; *School Districts; Secondary School Students; Special Needs Students; State Programs
IDENTIFIERS- *Hawkins Stafford Act 1988; Language Minorities

This report describes local procedures for implementing Chapter 1 requirements for selecting limited English-proficient (LEP) students for Chapter 1 programs, and describes services for LEP students through Chapter 1 and language programs. Case studies of 14 school districts in 6 states were conducted to help the Department of Education formulate appropriate guidance for school districts in providing Chapter 1 services to LEP students. This report outlines these case studies, and provides the overall study's background, conclusions, and recommendations. Several districts consider students with low scores on English-language proficiency tests as ineligible for Chapter 1 reading and mathematics services and do not assess them for Chapter 1. English-language proficiency tests are used to select students for Chapter 1 funded English as a second language classes in most districts. Teacher judgments are used more often to select LEP students than English-proficient ones for Chapter 1. Coordination between Chapter 1 and language services for LEP students is rare at the state level. The degree to which LEP students are included in Chapter 1 is related to the design of local Chapter 1 and special language programs and district personnel's perspectives about how LEP students' educational experiences should be structured. LEP students can be better served by Chapter 1 programs if schools improve coordination between Chapter 1 and other programs. Statistical data are provided in 14 tables. Appendix A provides the 14 case reports. Appendix B presents 16 questionnaires and checklists administered to Chapter 1 program administrators, schools, teachers, and counselors. (RLC)

ED 348 440 UD 028 798

A Celebration of Teaching! IMPACT II.
PUB DATE- 92
NOTE- 171p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Catalogs; Creativity; *Curriculum Development; Educational Change; *Educational Innovation; *Elementary School Curriculum; Elementary Secondary Education; Instructional Improvement; Instructional Leadership; Recognition (Achievement); *Secondary School Curriculum; *Teacher Developed Materials; Teacher Role; Urban Schools
IDENTIFIERS- *IMPACT II; *Ohio

This report is a compendium of IMPACT II profiles describing innovative curricula developed by elementary school and secondary school teachers in the Akron, Canton, Cleveland, Columbus, Dayton, Toledo, and Youngstown school districts in Ohio. IMPACT II is a program for professional development of teachers that assists educational reform by providing innovative teacher-developed curriculum ideas, teacher-to-teacher networks, professional development, teacher

Improvement; Instructional Leadership; Recognition (Achievement); *Secondary School Curriculum; *Teacher Developed Materials; Teacher Role
IDENTIFIERS- *IMPACT II; *Portland School District OR
This document highlights the creative teaching ideas of Portland (Oregon) Public Schools' teachers that have been classroom-tested during the 1991 school year. IMPACT II is a teacher program that assists educational reform by providing innovative teacher-developed curriculum ideas, teacher-to-teacher networks, professional development, teacher recognition, and discretionary funds for teachers. IMPACT II recognizes teachers for creativity in curriculum and instruction, and enables them to share professionally with each other and to serve as teacher leaders. IMPACT II disseminators are teachers who have developed exemplary curriculum ideas and receive grants of $300.00. IMPACT II adapters are teachers who adapt curricula and receive grants of $200.00. Portland has structured its IMPACT II program as a cooperative project between the school district administration and the Portland Association of Teachers. Teacher-developed curriculum ideas are provided for the elementary school and secondary school levels in the following areas: (1) interdisciplinary; (2) language arts; (3) mathematics/science/environment; (4) music; (5) personal growth; and (6) social studies and culture. For each program, target students and materials, resources, and facilities needed to implement each programs are described. (RLC)

ED 348 458 UD 028 830

Trickett, Edison J.
Living an Idea: Empowerment and the Evolution of an Alternative High School.
PUB DATE- 91
NOTE- 247p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Innovation; Educational Policy; Educational Theories; *High Schools; History; *Ideology; Inner City; *Nontraditional Education; Parent Participation; Participative Decision Making; *School Based Management; Student Role; Teacher Role; Theory Practice Relationship; *Urban Schools
IDENTIFIERS- *Empowerment; New Haven Public Schools CT
This book describes the 14-year evolution of a public alternative inner-city high school, New Haven's (Connecticut) High School in the Community (HSC), which lives the empowerment ideology and is dedicated to developing a caring and humanized approach to education. Students are encouraged to participate in shaping many aspects of their education, teachers are responsible for running the school, and parents are invited to help govern the school. The empowerment ideology pervades the curriculum; school organizational structures and processes; and relationships among students, teachers, and parents. Focus is on the creation of a school setting that empowers its participants, its guiding assumptions, its planning, its struggles in putting its ideology into practice, and its survival. Evaluation data show that the school creates an institutional culture consistent with its ideology. Classrooms are interpersonally oriented and innovative, and deemphasize hierarchical teacher-student relationships and competition. Data show the stages through which new settings pass and highlight three general emphases that are relevant to stage

favorable to high expectations; (6) a classroom environment supportive of student hypotheses and conjectures; (7) efficient and productive use of class time by both students and teachers; (8) considerable commitment to extra time for instruction and preparation by teachers; (9) exemplary programs characterized by lack of non-instructional distractions; and (10) an overriding professional atmosphere that stimulates participation. From the 28 schools visited, 10 school mathematics programs were selected for inclusion in this document because each of them exemplified at least 1 of the 10 success factors proposed. Effective leadership appears often in these stories, as do careful decisions about the curriculum and its implementation, but the most important theme involves the growth of teachers and the development of their teaching. Also included is an annotated bibliography, and a list of recommendations from this study. (JJK)

ED 348 221 SE 052 820

For Good Measure: Principles and Goals for Mathematics Assessment. Report of the National Summit on Mathematics Assessment (Washington, D.C., April 23-24, 1991).
SPONS. AGENCY- AT&T Foundation, New York, NY.; Carnegie Corp. of New York, N.Y.
PUB DATE- 91
NOTE- 36p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Educational Assessment; *Educational Change; *Educational Objectives; Elementary Secondary Education; Evaluation; *Evaluation Methods; Mathematics; Mathematics Education; *Mathematics Instruction; Standards

This document presents the agreements on principles and goals for mathematics assessment reached at a meeting of persons representing various math education, public policy, business and industry and parent and community constituencies held at the National Academy of Sciences in spring, 1991. Sections of the document lay the groundwork for the establishment of the principles and goals by discussing the need for assessment reform in mathematics education, how assessment enhances the learning and teaching of mathematics, strategies for change, the vision of the National Council of Teachers of Mathematics described in "Curriculum and Evaluation Standards for School Mathematics," and the challenge for world-class mathematics education as presented by mathematics and education professor Shirley Hill and President George Bush. The following are principles agreed upon at the meeting: (1) the primary purpose of assessment is to improve learning and teaching; (2) the primary use of results of assessments is to promote the development of the talents of all people; and (3) the content of assessment is derived from the consensus of the discipline. The meeting set forth the following goals for the mathematics assessment of all students to be reached by the year 2000: (a) assessment aligned with needed mathematical knowledge, skills and processes; (b) assessment practices to promote the development of mathematical power; (c) effective assessment based on a variety of methods; (d) utilization of adequate accountability systems; (e) development of guidelines for judging the quality of mathematics assessments; (f) teacher and administrator proficiency in using a wide variety of assessment methods; and (g) a public informed about assessments and assessment practices. A list of participants is provided. (MDH)

Resources; *Curriculum Development; *Educational Improvement; *Educational Innovation; Elementary Secondary Education; *Heritage Education; History Instruction; Local History; *Social History; Social Studies; Teaching Methods
IDENTIFIERS- Historical Landmarks

This issue focuses on heritage education, the goal of which is to introduce the historic built environment directly into elementary and secondary school curriculums. Kathlyn Hatch discusses how heritage education's linkage with historic preservation can help students relate to society. Earl Jones assesses the status of heritage education, encouraging further development and enhancement of its national prestige. Gerald Danzer discusses community heritage and the transfer of history between generations using the built environment as the educational medium. Danzer recounts the development of the Chicago Neighborhood History Project which involved students and teachers in the history of their city. Maurie Van Buren surveys heritage education ideas and resources developed and used by educational institutions nationwide. Seven case studies that approach heritage education from various perspectives are presented. James Huhta and Caneta Hankins discuss the Mid-South Humanities Project. Adele Weiler and Linda Edeiken report on Utah's Community History Program. David Brown describes a Staunton, Virginia program which introduces elementary students to the architecture and history of the city. Peter O'Connell discusses the educational programs for teachers and students at Old Sturbridge Village, Massachusetts. Priscilla Goodwin and Elizabeth McCullough detail the development of a U.S. Supreme Court tour that focuses on the building's architecture. Emma Adler describes a Savannah, Georgia heritage education program that presents Georgian history to K-12 students. A 20-item bibliography of heritage education resources is included. (GEA)

ED 348 239 SO 019 719

Baldwin, Harriet, Ed.; Rosen, Carol, Ed.
Improving Indonesia's Cities: A Case Study of Economic Development, Including a Teaching Guide and An Economic Summary of Indonesia. Toward a Better World Series, Learning Kit No. 5.
PUB DATE- Apr 86
NOTE- 159p.; Filmstrip is not included but is available with kit from The World Bank.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Area Studies; Case Studies; Curriculum Enrichment; Developing Nations; *Economic Progress; *Economics Education; Instructional Materials; Learning Modules; Secondary Education; Social Studies
IDENTIFIERS- *Indonesia (Jakarta); *Urban Development

This World Bank (Washington, D.C.) kit is designed to teach secondary school social studies students the impact of rapid urbanization on Jakarta, the capital city of Indonesia. The kit contains a pamphlet, a booklet, a filmstrip, and a teacher's guide. The pamphlet, "An Economic Summary of Indonesia" provides students with the structure, recent growth, and problems of the Indonesian economy. "Improving Indonesia's Cities," the booklet, introduces two families who are involved in the efforts of the city and national government to improve the living conditions of Jakarta's poor, while the filmstrip, 1989); (6) the living Constitution; (7) the legislative branch; (8) the executive branch; (9) the judicial branch; (10) state and local governments; (11) dollars and sense; and (12) America's land and people. Three appendices are included: (1) "The Declaration of Independence"; (2) "The U.S. Constitution"; and (3) "Great Issues in U.S. History." A glossary and a 31-item selected bibliography are also included. The attached student answer key provides answers to most of the questions, but contains some blanks for students to complete. (DB)

ED 348 260 SO 021 626

Whittaker, Lynn Page
Current Issues: Critical Issues Confronting the Nation and the World and Current Issues Teacher's Guide.
PUB DATE- 91
NOTE- 582p.
LANGUAGE- English
EDRS Price- EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Collected Works - Serials (022)
DESCRIPTORS- *Citizenship Education; Controversial Issues (Course Content); *Federal Government; Foreign Countries; *Foreign Policy; High Schools; *Instructional Materials; *Public Affairs Education; *Public Policy; Social Problems; Social Studies; World Problems

This annual publication contains reading materials designed to help students understand the complexities of the domestic and foreign policy issues facing the United States. The first portion of the book features background reading on the structure of the Federal Government. Next, 10 domestic policy issues are covered: the economy, education, civil rights, social programs, health care, immigration, energy, environment, agriculture, and crime. Finally, 10 foreign policy issues are addressed: the Soviet Union, defense, Central America, the Middle East, international trade, Western Europe, nuclear proliferation, world poverty and U.S. foreign aid, South Africa, and Japan. Each section of materials on an issue identifies key questions, provides background reading, formulates the current issues in that area, and, in a separate space headed "The Debate," provides pro and con positions on controversial issues. The teacher's guide contains lesson plans for the introductory material and each issue covered in the book. The lesson plans use instructional strategies that help students develop a variety of citizenship skills. Each lesson includes student objectives; a list of terms and concepts; a focus skill such as collecting, organizing, and analyzing information; and three to five learning activities. The guide also contains unit test materials and answers. (DB)

ED 348 261 SO 021 628

Bobbett, G. C.
Evaluating Student Achievement in Secondary Instrumental Music Programs.
PUB DATE- 13 Nov 87
NOTE- 22p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Mobile, AL, November 13, 1987).
LANGUAGE- English

ED 348 281 SO 022 213

World Education Report.
PUB DATE- 91
NOTE- 149p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Developed Nations; Developing Nations; *Educational Development; *Educational Policy; Elementary Secondary Education; Foreign Countries; Global Approach; *International Education; International Organizations

This first edition of the World Education Report presents an analysis of major trends and policy issues in education in the world today. The report reviews the worldwide expansion of enrollment in formal education since 1970, focusing especially on primary and elementary education and on continuing challenges for educational policy in those areas. The report also seeks to identify continuing challenges to educational development, specifically discussing rising literacy thresholds, various limits to participation, educational structures, and content and purposes. Finally, the report identifies emerging prospects and issues, highlighting in particular teacher requirements and measures aimed at assessing and improving learning outcomes. Detailed figures, charts, and tables accompany the text of the report. Two lengthy appendices are included. The first appendix features tables of data for various regions of the world. The second appendix features world education indicators, giving a country-by-country summary of key aspects of education in over 160 countries. (DB)

ED 348 282 SO 022 218

Erven, Judith L.
Increasing the Social Studies Performance of Middle School Special Education Students Using Multisensory Strategies.
PUB DATE- Aug 91
NOTE- 78p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Cooperative Learning; Educational Research; Educational Strategies; Grade 6; Grade 7; Grade 8; Intermediate Grades; Junior High Schools; Learning Disabilities; *Learning Strategies; *Middle Schools; Motivation Techniques; Remedial Instruction; Rural Schools; *Social Studies; *Special Education; Special Needs Students; Teaching Methods

The problems that middle school special education students experience in the academic area of social studies were addressed in this practicum. The students could not grasp the ideas, received poor grades, and exhibited a very poor attitude about the relevance of social studies as an academic concern. The special education social studies classes were composed of sixth through eighth graders in a rural middle school. All students were involved in a full-time special education program. The students studied world history during the 20th century. The objectives of this practicum included raising grades, increasing the retention of knowledge, and improving student attitudes. The implementation project involved the use of various multisensory strategies such as cooperative learning, study guides, advance organizers, visual displays, films, speakers, and student notebooks. Two of the three objectives were attained with a much higher retention of student level emphasizes the environments and cultures of the western world. The following disciplines are covered in the resource file: psychology, anthropology, sociology, geography, history, economics, political science, and geographic skills. Each activity includes an instructional objective along with a title, topic, time segment, procedures, materials, evaluation, and adaptation. Sample objectives include outlining some of the major causes of the Civil War (history) and identifying basic elements common to all cultures (anthropology). Additional teacher materials, student information sheets, and student activity sheets also are included where applicable. (DB)

ED 348 305 SO 022 528

A Resource File for Social Studies in Utah. Level 6: Environments and Cultures: the Eastern World.
PUB DATE- 91
NOTE- 496p.; For related documents, see SO 022 522-539.
LANGUAGE- English
EDRS Price- EDRS Price - MF02/PC20 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Citizenship Education; Cultural Awareness; Cultural Education; Environment; Grade 6; Intermediate Grades; Learning Activities; *Social Studies; State Curriculum Guides; *Student Educational Objectives; Teaching Methods
IDENTIFIERS- *Eastern Hemisphere; *Utah

This resource file contains information for Utah elementary school teachers to help them to teach so that their level 6 students meet the state's instructional objectives in the social studies. At this particular student level, the emphasis is on environments and cultures of the eastern world. The following disciplines are covered by this resource file: psychology, anthropology, sociology, geography, history, economics, political science, and geographic skills. Each activity includes an instructional objective along with a title, topic, time segment, procedures, materials, evaluation, and adaptation. Sample objectives include locating the countries and their capitals in the eastern hemisphere on a map (geographic skill) and explaining that different jobs require different preparations (economics). Additional teacher materials, student information sheets, and student activity sheets also are included where applicable. (DB)

ED 348 306 SO 022 529

A Resource File for Social Studies in Utah. Level 7: Utah Studies.
PUB DATE- 91
NOTE- 560p.; For related documents, see SO 022 522-539.
LANGUAGE- English
EDRS Price- EDRS Price - MF02/PC23 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; Grade 7; Junior High Schools; Learning Activities; *Social Studies; State Curriculum Guides; State Government; *State History; *Student Educational Objectives; Teaching Methods
IDENTIFIERS- *Utah

This resource file contains information for Utah secondary school teachers to help their level 7 students meet the state's instructional objectives in the social studies. This particular student level emphasizes Utah studies. The following art education. The adoption of post-modern attitudes by art educators must result in the generation of different, but no less difficult questions about the nature of formal education. Support for this argument comes from recent art education publications supplemented by relevant, but more general, material about post-modernism. A 9-item list of references is included. (Author)

ED 348 329 SO 030 153

McPherson, Cluny; And Others
Disasters in the Classroom: Teaching about Disasters in the Third World. Second Revised Edition.
PUB DATE- 89
NOTE- 45p.; Some photographs and colored pages may not reproduce clearly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Developing Nations; Foreign Countries; Global Approach; Grade 6; Grade 7; Grade 8; Instructional Materials; Junior High Schools; Learning Activities; Peace; Questionnaires; Social Studies; Statistical Data; *Stereotypes; *World Problems
IDENTIFIERS- Active Learner; *Disasters; *Famine

This middle school curriculum packet contains teaching ideas developed by United Kingdom professionals who then implemented the ideas in 15 day programs in West Yorkshire, England. The objectives were to stimulate communication and inquiry; to question accepted ideas on poverty; to challenge stereotypes; to value students' knowledge concerning inequality and injustice and relate it to situations elsewhere; to develop a questioning approach to the media; and to look at underlying causes of disasters. The course was developed for students 11-13 years of age, but can be adapted for other age groups. All ideas are designed to involve students in discussion and active learning. The packet aims to counter media images of developing nation peoples and to present an anti-racist curriculum. Classroom materials and activities are provided along with photographs of various peoples. (NL)

ED 348 330 SO 030 214

Oral History in the Secondary School Classroom.
PUB DATE- 88
NOTE- 46p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Class Activities; Curriculum Design; *History Instruction; Instructional Materials; Learning Strategies; *Local History; *Oral History; Secondary Education; Social History; Social Studies; Student Participation; *Teaching Methods
IDENTIFIERS- Active Learning

This document discusses oral history and the use of active learning to make classroom teaching interesting and exciting. Oral history is an effective teaching tool that requires students to become active participants in their own learning process. It invites inquiry, stimulates discussion, and research related to adolescents' health status; reviews the influence of changing family trends and the role of parents in promoting well-being; discusses the shortcomings of the current health care system with regard to adolescent health needs; discusses how to make services "family-friendly"; describes the background, history, and key components of school-linked, multi-service demonstration programs; and identifies issues about school-linked centers that need further study. (IAH)

ED 348 349 SP 033 962

Toppin, Reeda; Levine, Linda
"Stronger in Their Presence": Being and Becoming a Teacher of Color.
PUB DATE- Apr 92
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Indians; Asian Americans; Blacks; *Career Change; Change Agents; *Context Effect; Filipino Americans; Graduate Students; Higher Education; Hispanic Americans; Individual Development; *Minority Group Teachers; Personal Narratives; *Social Responsibility; Teacher Education Programs; *Teaching (Occupation)
IDENTIFIERS- African Americans; Native Americans; West Indians

This paper is based on open-ended group interviews with 11 graduate students of color who had tried and rejected other occupations (such as journalism, marketing, nutrition, social work, youth counseling, secretarial work, waitressing, fashion merchandising, theater, medical claims examiner, and public relations) for teaching. The study examined: how social contextual influences, past and present, affected these career changes; and what can be learned about ways to improve the teacher education experience. Subjects contributed perspectives on what prompted their decision to change occupations. Results suggest that these individuals: (1) do not equate self-advancement with abandoning the community but rather acquiring the resources to "give back" some of what was learned there and elsewhere; (2) exemplify commitment to education that serves broad social as well as personal aims; (3) view themselves as change agents and advocates for social justice; and (4) are dedicated to enlarging the circle of those who matter to them, beyond their immediate families and beyond the challenges of a single classroom, school, or neighborhood. (LL)

ED 348 350 SP 033 969

Mulholland, Lori A.; Berliner, David C.
Teacher Experience and the Estimation of Student Achievement.
PUB DATE- Apr 92
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Beginning Teachers; Comparative Analysis; Demography; Elementary Education; Evaluative Thinking; Mathematics Tests; *Predictive Validity;

(ED), Washington, DC.
PUB DATE- Sep 92
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Cultural Pluralism; Curriculum Design; *Dance Education; *Educational Benefits; Educational Practices; Elementary Secondary Education; Guidelines; Higher Education; Magnet Schools; Physical Education; Research Needs; Teacher Certification; Teacher Education Programs
IDENTIFIERS- ERIC Digests

This Digest introduces dance as an art form characterized by use of the human body as a vehicle of expression. Organized into three sections, the first examines the rationale for dance programs in education, presenting opportunities for development of critical thinking and analytical skills; cooperation and teamwork; self-expression and self-esteem; organization and problem solving; cultural literacy; and communicating emotions through movement. Section 2 discusses the status of dance education. Fifteen states have developed dance curriculum guidelines. Many of the curriculum guides contain specific content, goals, objectives, and limited measurable outcomes for such areas as techniques for social, modern, and ethnic dance; aesthetic perception; kinesthetic sense; creative expression; choreography; and dance criticism. In elementary and secondary schools dance is usually taught as part of the physical education curriculum by physical educators. A number of magnet programs, located throughout the country, draw students because of a special interest or ability. The final section, on issues in dance education, addresses professional preparation; teacher certification; multiculturalism in dance education; and research needs. (LL)

ED 348 369 TM 014 328

Pike, Gary R.
A Comparison of the College Outcome Measures Program (COMP) Exam and the ETS Academic Profile.
PUB DATE- Aug 88
NOTE- 18p.; This document is Appendix B of the 1987-88 Performance Funding Report for the University of Tennessee, Knoxville, and is included as pages 63-79 of that document.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Ability; *Achievement Tests; *College Seniors; *Comparative Testing; Construct Validity; Educational Assessment; Higher Education; Outcomes of Education; *Test Format; Test Use
IDENTIFIERS- *Academic Profile; *College Outcome Measures Project; Test Appropriateness; University of Tennessee Knoxville

Two of the most popular assessment instruments for measuring college student educational outcomes are the College Outcome Measures Program (COMP) of the American College Testing Program (1987) and the Academic Profile of the Educational Testing Service (ETS). Characteristics of these tests were compared, and the sensitivity of each test to students' educational experiences was evaluated. In the fall and winter quarters of the 1987-88 school year, seniors at the University of Tennessee (Knoxville) took one of these tests. Overall, more seniors took the COMP (n=1,261) than the Academic Profile (n=810). Thirty-eight seniors took both examinations. The results indicate that

ED 348 387 TM 018 787

Kreft, Ita G. G.
The Analysis of Small Group Data: A Reanalysis of Webb 1982 with a Random Coefficient Model.
PUB DATE- Apr 92
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Groups; Junior High Schools; *Junior High School Students; *Regression (Statistics); *Reliability; Research Utilization; *Sample Size; Small Group Instruction
IDENTIFIERS- *Hierarchical Linear Modeling; Linear Models; *Random Effects; VARCL Computer Program

The analysis of small group data with hierarchical linear models is discussed, concentrating on the usefulness and reliability of such analyses using data reported by N. M. Webb (1982). Results of Webb's analyses for 96 junior high school students in small groups are compared with results obtained with random effects linear models for the analysis of hierarchically nested data with the VARCL computer package. It is concluded that the traditional linear model used by Webb produces regression estimates that are very close to the ones produced by random effects models. Based on these results, it is argued that the use of random effects linear models does not always produce the strikingly different results that some applications of these techniques suggest, as shown by S. H. Raudenbush and D. J. Willms (1991). The regression coefficients of fixed effect linear models are fairly robust in data analysis of small groups, even when assumptions of the fixed effects linear model are clearly violated. The difference between fixed and random effects linear models is mainly in the opportunities to test more complicated models with the latter. The difference between fixed versus random models is not in the estimates of the regression coefficients; it is in the conclusions reached. Using the same data set, different conclusions are reached than those drawn by Webb. Choosing between traditional fixed effects linear models and random effects linear models is discussed. Four figures, 3 tables, and a 21-item list of references are included. (Author/SLD)

ED 348 388 TM 018 805

Lafleur, Clay
Program Review Model.
PUB DATE- Sep 91
NOTE- 27p.; Previous versions of this paper were presented at the Annual Meetings of the Canadian Evaluation Society (Toronto, Ontario, Canada, May 1990) and the Ontario Educational Research Council (Toronto, Ontario, Canada, December 1989).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; *Data Collection; *Educational Assessment; Elementary Secondary Education; *Evaluation Methods; Foreign Countries; Guidelines; *Models; Program Development; *Program Evaluation; Qualitative Research; *School Districts; Statistical Analysis
IDENTIFIERS- Canada; *Simcoe County Board of Education ON

narrative text, a total of 127 statistical exhibits, most of them contained in chapter 2. Chapter 1 addresses key questions about the comparative educational standing of the United States across the goals in a global context. Chapter 2, by far the longest in the book, presents basic information about the goals in the following three parts: (1) key indicators that the National Education Goals Panel has chosen to follow throughout the decade; (2) additional indicators that provide a valuable context for and understanding of the status regarding the national goals; and (3) individual profiles of the 50 states and the District of Columbia for 1992 along with baseline statistics from about the time of the summit. Chapter 3 summarizes progress made in the past year in stimulating data gathering and analysis reforms in each goal area. Chapter 4 describes federal efforts to support the national goals. Five appendixes contain supporting details about processes and aims (sources, technical notes, descriptions of federal programs, and full federal agency titles), as well as a complete statement of the goals themselves. A survey sheet is included for public response to this report. (SLD)

ED 348 405   UD 026 634

Farrar, Eleanor; Cipollone, Anthony
The Business Community and School Reform: The Boston Compact at Five Years.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 88
NOTE- 43p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Business Responsibility; *Cooperative Programs; Dropout Prevention; Dropout Programs; Educational Change; Educational Improvement; Employment Programs; Interviews; *Outcomes of Education; Program Evaluation; *School Business Relationship; *School Role; Secondary Education; Secondary Schools; Urban Programs; Urban Schools; Youth Programs
IDENTIFIERS- *Boston Compact; *Boston Public Schools MA; Collaboratives; Massachusetts (Boston)

This paper examines the success of the Boston (Massachusetts) Compact's business and public education agreements over the years 1985 through 1987. The Compact began in 1982 as a citywide public school improvement program. Business, university, and trade union leaders agreed to establish and meet measurable admission and hiring goals to increase youth employment and higher education opportunities. The Boston Public Schools agreed to improve student achievement, attendance, and graduation rates, as well as the quality of education they provided. Five years later, the business sector had met or exceeded all of its goals, while none of the school district's goals had been achieved. The first section, "The Business Community and the Schools," deals with the business community's role in the Compact and the circumstances that encouraged businesses to become more active in the city's education affairs. The second section, "The Compact and the School Department," considers the school department's efforts to improve the schools and the difficulties encountered. A third section, "The Compact in the Schools," looks at the Compact from the perspective of staff members of two of the city's 17 high schools. The final section offers an analysis of the Compact's accomplishments and its prospects for school improvement. A list of 19 footnotes is included. The appendices environments. Included are three tables. (RLC)

ED 348 423 UD 028 731

Narine, Marcia L.
Single-Sex, Single Race Public Schools: A Solution to the Problems Plaguing the Black Community?
PUB DATE- 15 Apr 92
NOTE- 105p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Affirmative Action; Black Achievement; Black Community; *Black Students; *Disadvantaged Youth; *Educationally Disadvantaged; Elementary Secondary Education; Low Achievement; *Males; Public Schools; Racial Discrimination; School Desegregation; Single Sex Schools; *Social Problems; *Urban Schools; Urban Youth

This paper analyzes educational and social forces that prevent black males from achieving in school and policies that separate black males by race and gender from the general school population. The policy, social, and legal ramifications of plans for at-risk black male students in New York City, Baltimore (Maryland), Milwaukee (Wisconsin), and Detroit (Michigan) are discussed. Focus is on determining whether school boards need to separate children on the basis of race, thereby abandoning the integration ideal of the Civil Rights Movement, and whether black boys need to be separated from girls in order to learn. Part I discusses the state of black America today; shows reasons why the educational system must change to save black males and the black community; and shows that the current system does not work as evidenced by the levels of blacks in politics, economics, business, and poverty. Part II discusses whether or not integration helped blacks; shows that many blacks are still in segregated schools and that those who attend integrated schools are systematically tracked into low achievement classes; examines statistics showing that blacks have not caught up to whites and some may be worse off educationally now than in 1954; and describes Afrocentric education in terms of revamping curricula. Part III critically describes the two most controversial plans (in Detroit and Milwaukee), citing legal challenges to the plans and how schools have fared. Part IV explores public sentiment, and includes interviews with desegregation and sex segregation experts, psychologists, teachers, principals, and researchers. Part V describes an ideal school. (RLC)

ED 348 424 UD 028 769

Lucas, Alice, Ed.
Twelve Years a Slave: Excerpts from the Narrative of Solomon Northup.
PUB DATE- 91
NOTE- 49p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Historical Materials (060),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Autobiographies; *Black History; Black Studies; *Males; Minority Groups; *Personal Narratives; *Racial Discrimination; *Slavery; *United States History; Violence
IDENTIFIERS- African Americans; Kidnapping

recognition, and discretionary funds for teachers. IMPACT II recognizes teachers for creativity in curriculum and instruction, and enables them to share professionally with each other and to serve as teacher leaders. IMPACT II disseminators are teachers who have developed exemplary curriculum ideas; adapters are teachers who adapt curricula. The profiles describe 150 innovative programs. Each profile presents new ways of thinking about teaching and alternative methods of engaging students in learning. Teacher-developed curriculum ideas are provided for the elementary school and secondary school levels in the following areas: (1) art/health/home economics; (2) foreign language; (3) language arts; (4) mathematics; (5) science; (6) social studies; and (7) special education. An index of disseminators, by district, is provided. (RLC)

ED 348 441 UD 028 800

Follow Through: A Bridge to the Future.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Compensatory Education Programs.
PUB DATE- 92
NOTE- 136p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; *Compensatory Education; *Disadvantaged Youth; Early Childhood Education; *Economically Disadvantaged; *Educational Improvement; Educationally Disadvantaged; *Low Income Groups; Minority Group Children; *Preschool Children; School Districts; Special Needs Students; Urban Schools
IDENTIFIERS- *Follow Through Services; Reform Efforts

This publication presents approaches to early childhood education conceived in universities and other educational institutions and implemented in schools under the Follow Through Program, a national school improvement effort offering low-income children comprehensive educational and social services. The following papers are provided: "Foreword: A Bridge for All To Cross Over"; "Catching the Spirit of an Era: A Glance Back at Follow Through's Beginnings"; "Reaching Home: Follow Through's Cultural Linguistic Approach Builds a Legacy of Inner City Family Empowerment"; "Classic Piagetian Theory: The University of Georgia at Athens Maps Developmental Courses of Learning"; "The SEDL (Southwest Educational Development Lab) Language Development Approach: Strengthening the Language of the Child"; "As Boulder's Education Seismograph, INREAL (Inter-Reactive Learning) Combines Proven Practices for Bilingual/Bicultural Success"; "Direct Instruction Model Pragmatics Strengthen the Teacher-Learner Bond with Every Step"; "The Interdependent Learning Model: Teaching and Learning from the Games Children Play"; "IRI's (Illinois Renewal Institute's) Cooperative Learning Model/Project Extend Converts the 'Me' Classrooms of Today into the 'We' Classrooms of Tomorrow"; "High/Scope: Foundation for a Lifetime of Learning"; "Adaptive Learning Environments Model Adjusts the School to the Child and the Training to the Teacher"; "The Effective Schools Approach: Building Blocks to the Future--One Child at a Time"; "COGNET (Cognitive Enrichment Network): Mediating the Learning Network"; "Bank Street's Developmental-Interaction Approach: Fostering Respect for Each Child's Potential"; "The TEEM Fit: Tucson Early Education Model Individualizes Children's Learning"; "The Washington Research Institute School theories and evolution of settings: (1) continuity and change in developing settings; (2) studying stages across different settings; and (3) internal and external factors that affect the stages. Included are 52 references. (RLC)

ED 348 459 UD 028 832

Report on 1990-91 Public School Dropouts.
PUB DATE- Jun 92
NOTE- 49p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Dropout Characteristics; Dropout Rate; *Dropouts; Ethnic Groups; Graphs; High School Students; Junior High School Students; Middle Schools; *Public Schools; School Districts; *School Statistics; Secondary Education; *State Surveys; Tables (Data); Trend Analysis
IDENTIFIERS- *Texas

This report presents statistical data with analyses of dropouts in Texas for the 1990-91 school year. The data used in the report are based on enrollment in grades 7 through 12 and on school districts reporting the number of individuals absent for a period of 30 or more consecutive days. Section I, a state summary, includes the following types of information in tables and figures: (1) state summary counts; (2) dropouts by ethnicity; (3) dropouts by grade; (4) reasons for dropping out; (5) projection of cross-sectional and longitudinal dropout rates; and (6) discussion of future directions. Section II presents district groups in two tables, one detailing statewide dropout counts and rates by district groups, and the other presenting statewide dropout counts by ethnicity and by district groups. Section III offers data for each district indicating the number of dropouts by ethnic group, the annual dropout rate, and the estimated longitudinal rate. Overall, the data indicate that Texas schools continue to show significant reductions in the number of dropouts, with the number of reported dropouts having declined by 16 percent per year since 1987-88. The dropout rate has also shown similar improvement over the past 3 years with the rate decreasing by 41.2 percent. An appendix contains data standards for reporting on dropout students. Included are five graphs and eight tables. (JB)

ED 348 460 UD 028 833

Farber, Kathleen S.; Armaline, William D.
Examining Cultural Conflict in Urban Field Experiences through the Use of Reflective Thinking. Draft.
PUB DATE- Apr 92
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Control Groups; Cultural Awareness; Cultural Differences; *Culture Conflict; Experimental Groups; *Field Experience Programs; *Logical Thinking; Preservice Teacher Education; *Self Evaluation (Individuals); Student Teachers; Urban Culture; *Urban Teaching; Urban Youth
IDENTIFIERS- *Reflective Thinking

This study assessed the influence of reflective thinking on the

ED 348 222 SE 052 843

Deng, Bing
A Multilevel Analysis of Classroom Climate Effects on Mathematics Achievement of Fourth-Grade Students.
PUB DATE- Feb 92
NOTE- 54p.; Paper based on Ed.D. Dissertation, Memphis State University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Communication; *Classroom Environment; Factor Analysis; Grade 4; Intermediate Grades; *Mathematics Achievement; Mathematics Education; Mathematics Instruction; *Student Characteristics; Teacher Student Relationship
IDENTIFIERS- Tennessee

This study examined the effect of classroom climate on the mathematics achievement of fourth-grade students in Tennessee public schools. The investigation used data obtained from 875 fourth-grade students enrolled in 42 classes in 13 public schools. In the first phase of the inquiry, four class-climate factors were identified by exploratory factor analyses of 44 items comprising a classroom climate inventory. The four factors were labeled as academic orientation, satisfaction, class tension, and cohesiveness. Subsequent reliability analyses established both student and class level reliability estimates of the climate measures. In the second phase, effects of climate factors on class mean achievement and on relationships between achievement and student variables were assessed with a two-level hierarchical, linear model. Results indicated that: (1) class-climate factors affect mathematics achievement differently depending on student characteristics; (2) distribution of achievement varies as a function of class climate; (3) climate factors mediate associations between student characteristics and mathematics achievement; and (4) higher and more equitable distributions of achievement exist in classes with higher levels of academic emphases and student satisfaction, as well as in classes with low levels of tension. (72 References) (Author)

ED 348 223 SE 052 867

America's Academic Future: A Report of the Presidential Young Investigator Colloquium on U.S. Engineering, Mathematics, and Science Education for the Year 2010 and Beyond (Arlington, Virginia, November 4-6, 1990).
PUB DATE- Jan 92
NOTE- 45p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; Curriculum Development; *Educational Objectives; Educational Planning; Elementary Secondary Education; *Engineering Education; Faculty Development; *Futures (of Society); Higher Education; *Mathematics Education; School Community Relationship; *Science Education; Scientific Literacy; *Technological Literacy

A colloquium of 53 Presidential Young Investigators (PYIs), nominated by their institutions and selected by the National Science Foundation, was charged with the task of preparing a report of their vision and recommendations concerning the role of U.S. higher education in the year 2010 and beyond to assure high quality precollege and graduate instruction in

"Building and Rebuilding" repeats the booklet's information and strengthens students' comprehension through visual images. The teaching guide contains: (1) goals and objectives for learning; (2) student activities; (3) the filmstrip's script; and (4) reproducible student worksheets with the answers. Maps, drawings, and black and white photographs are included. (DJC)

ED 348 240 SO 019 808

A New Look at Old Buildings.
SPONS. AGENCY- National Trust for Historic Preservation, Washington, D.C.
PUB DATE- 88
NOTE- 19p.; Document printed on colored paper. For related workbook, see SO 019 809. Funding also received from Hasbro, Inc.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- *Architectural Character; *Architecture; Built Environment; Elementary Education; Field Instruction; Filmstrips; Grade 4; Heritage Education; Instructional Materials; Structural Elements (Construction); Units of Study
IDENTIFIERS- *Rhode Island (Providence)

This handbook is divided into five parts and is designed to accompany the filmstrip, "A New Look at Old Buildings," a part of the Providence Preservation Society's ongoing commitment to educating students about Providence's rich architectural heritage. (The other materials used in the program are the audio component for the film and a workbook entitled "A Providence History Mystery.") Part 1 presents an introduction to the program, which is targeted at fourth graders. Part 2 is a vocabulary list of architectural terms. Part 3, "A New Look at Old Buildings: Credits," lists the people responsible for the production of the filmstrip. Part 4 details each of the 96 frames in the filmstrip giving exact locations of the buildings featured, names of specific homes, and dates of construction. Part 5, the filmstrip's complete script, concludes the document. (PPB)

ED 348 241 SO 019 809

Jordan, Amy, Ed.
A Providence History Mystery: Discover the History of Providence through Architecture. Second Edition.
SPONS. AGENCY- National Trust for Historic Preservation, Washington, D.C.
PUB DATE- 88
NOTE- 39p.; For related handbook, see SO 019 808. Funding also received from Hasbro, Inc.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Architectural Character; *Architecture; Built Environment; Elementary Education; *Heritage Education; History Instruction; Instructional Materials; *Local History; *Social Studies; *Structural Elements (Construction); Units of Study
IDENTIFIERS- *Rhode Island (Providence)

This workbook, a part of the Providence (Rhode Island) Preservation Society's preservation education curriculum for elementary school students, is designed to help students

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Research; *Music Education; Secondary Education; State Surveys; Student Educational Objectives; *Student Evaluation; Test Reliability; *Test Validity
IDENTIFIERS- *Instrumental Music; *Tennessee

This study was conducted with three purposes in mind: (1) to determine the utility of the Colwell Music Achievement Test 3 (MAT3) as an instrument for measuring student instrumental music achievement; (2) to determine the types of musical achievement exhibited by students in Tennessee's secondary music programs; and (3) to determine the utility of the notion of an instrumental music student's being musically independent. The concept of "musical independence" was conceived to provide a framework for studying student achievement or improvement. Musical independence implies the mastery of five specific musical skills: (1) think; (2) listen; (3) perform; (4) conduct; and (5) compose. The study compared outstanding secondary instrumental music programs in Tennessee (as nominated by post-secondary instrumental directors) with a group of randomly selected programs, based on student performance on the MAT3. Among the study findings were that the MAT3 can be used to differentiate between students and programs that contribute to musical independence and students and programs that do not. A reference list is included as well as a list of musical achievement tests referenced in the text. (DB)

ED 348 262 SO 021 734

Procter, David R.
The Myth and Ideology of Political Socialization in American Schools.
PUB DATE- 16 Jul 91
NOTE- 96p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Educational History; *Educational Research; Educational Theories; Elementary Secondary Education; *Hidden Curriculum; Political Influences; Political Science; *Political Socialization; Public Schools; Social Science Research; Student Development; *Student School Relationship; United States History

This paper, on the relationship between political socialization, the educational process, and what is taught in schools, is organized into three chapters, each of which is largely devoted to reviewing the literature of a particular area. Chapter 1 focuses on the process of political socialization in general and seeks to convey the variety of factors that have been put forth as affecting political decision making processes. Topics discussed include myth and ideology, religious tradition, collective behavior, the "paradox" of schooling, social reality, and historical considerations. Chapter 2 examines various theories that consider the school to be a locus of political socialization. Among topics discussed are conflicting ideas concerning the functions and purposes of schooling, ideas that involve various sets of opposites, for example: the functional paradigm of schooling versus the radical paradigm; the corporate culture versus the civic culture; decision making versus the learning of norms; and the idea of social mobility split between two models--contest mobility which implies a fair race from the start and sponsored mobility which involves early selection of a future elite. Chapter 3 considers the literature on the actual socialization that students undergo in schools, knowledge and an improved interest in the area of social studies. The third objective showed a slight improvement in grades with a much lower failure rate. Appendices include sample study guides, advance organizers, cooperative learning projects, and film listings. (Author)

ED 348 283 SO 022 225

Padavil, George
Educational Reforms through Political Action: The Case of Kerala, India.
PUB DATE- Mar 90
NOTE- 8p.; Paper presented at the Annual Conference of the Comparative and International Education Society (Anaheim, CA, March 22-25, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Historical Materials (060)
DESCRIPTORS- *Activism; *Educational Change; *Educational History; Foreign Countries; Legislation; Political Attitudes; *Political Issues; Politics; Social Action; Social Change
IDENTIFIERS- *India (Kerala State)

The people of Kerala are among the most politically conscious and active in India. A number of educational reforms have occurred through political action. Three of the most notable of these reforms are: (1) The Private Secondary School Scheme of 1955; (2) the Kerala Education Act of 1958 and the Kerala Education Rules of 1959; and (3) the current and ongoing student political activism. A brief historical overview of education in Kerala is provided and serves as context for the discussion of the reforms. (DB)

ED 348 284 SO 022 227

Salcedo, Jose Joaquin; And Others
Latin America: The Revolution of Hope.
PUB DATE- 91
NOTE- 210p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Area Studies; Developing Nations; Foreign Countries; Futures (of Society); *Peace; Political Influences; *Revolution; Social Action; Social Change; *Social Problems
IDENTIFIERS- *Latin America

Latin America is a continent with a great deal of poverty, ignorance, and violence. This book describes the problems that plague the region and explains how and why they have gone unsolved. Change can come about only through real and effective participation by men and women in the political and economic activities of their nations. Organized into 3 parts, this volume contains 16 chapters. Part 1, "Four Concepts Toward Understanding Latin America," features chapters: (1) "Ignorance Is at the Root of Problems"; (2) "Endless Poverty"; (3) "The Devaluation of Development"; and (4) "New Meaning of Revolution." Part 2, "Present-Day Latin America: Indicators and Profile," presents the following chapters: (5) "The Ruling Classes of Latin America"; (6) "A Debt Worth Billions"; (7) "Latin America's Ideological Struggle"; (8) "The Population Explosion"; (9) "Urbanization and Population Overflow in Latin America"; (10) "Mass Communications in Latin America"; (11) "The Utopia of Education"; and (12) "Causes of Causes and disciplines are covered in the resource file: psychology, anthropology, sociology, geography, history, economics, political science, and geographical skills. Each activity includes an instructional objective along with a title, topic, time segment, procedures, materials, evaluation, and adaptation. Sample objectives include describing the structure of the Federal Government as it relates to the state and local governments in Utah (political science) and designing graphs to express geographic relationships (geographic skill). Additional teacher materials, student information sheets, and student activity sheets also are included where applicable. (DB)

ED 348 307 SO 022 530

A Resource File for Social Studies in Utah. Level 8: United States History.
PUB DATE- 91
NOTE- 608p.; For related documents, see SO 022 522-539.
LANGUAGE- English
EDRS Price- EDRS Price - MF03/PC25 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; Grade 8; Junior High Schools; Learning Activities; *Social Studies; State Curriculum Guides; *Student Educational Objectives; Teaching Methods; *United States History
IDENTIFIERS- *Utah

This resource file contains information for Utah secondary school teachers to help their level 8 students meet the state's instructional objectives in the social studies. This particular student level emphasizes U.S. history. The following disciplines are covered in the resource file: psychology, anthropology, sociology, geography, history, economics, political science, and geographic skills. Each activity includes an instructional objective along with a title, topic, time segment, procedures, materials, evaluation, and adaptation. Sample objectives include appraising how the nationalism of the 1800s was reflected in the art and literature of the period (history) and analyzing graphs, charts, tables, diagrams, time lines, and cartoons (geographic skills). Additional teacher materials, student information sheets, and student activity sheets also are included where applicable. (DB)

ED 348 308 SO 022 531

A Resource File for Social Studies in Utah. Level 9: World Geography and General Social Studies.
PUB DATE- 91
NOTE- 619p.; For related documents, see SO 022 522-539.
LANGUAGE- English
EDRS Price- EDRS Price - MF03/PC25 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; Grade 9; High Schools; Learning Activities; *Social Studies; State Curriculum Guides; *Student Educational Objectives; Teaching Methods; *World Geography
IDENTIFIERS- *Utah

This resource file contains information for Utah secondary school teachers to help their level 9 students meet the state's instructional objectives in the social studies. This particular student level emphasizes world geography and general social studies. The following disciplines are covered in the resource transforms abstract concepts into concrete reality. Accounts of oral history projects and suggestions for using such projects in the classroom are presented. Section 1 describes specific oral history projects and gives the perspectives of both teachers and students. Section 2 provides information for the development of an oral history project in the secondary school classroom. Section 3 includes an interviewee background information form, a legal agreement for the use of collected information, a receipt for borrowed historical documents, and a 17-item bibliography. (NL)

ED 348 331 SP 030 971

America's Education Success Story at a Crossroads: The National Diffusion Network in 1989. A Concept Review.
PUB DATE- 17 Feb 89
NOTE- 11p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Delivery Systems; Elementary Secondary Education; *Federal Aid; *Needs Assessment; *Politics of Education; *Program Development; *Program Effectiveness; Program Evaluation
IDENTIFIERS- *National Diffusion Network

This paper assesses the current status and problems of the National Diffusion Network (NDN), a federally funded endeavor established to enable developers of educational programs to provide evidence that their programs improve student outcomes; and to disseminate their programs nationwide through a network of state facilitators. The study discusses six major problem areas: (1) inadequate federal support; (2) the weakening influx of a variety of strong, new developer demonstrator projects into the NDN; (3) issues relating to the composition and approach of the Program Effectiveness Panel, which validates applicant programs; (4) difficulties surrounding the evaluation of the impact of the system's projects, (5) undue political influence in the funding of NDN programs; and (6) the need for redefinition of NDN projects. The NDN must adapt to its environment on the federal level and in the individual classrooms of America. (JD)

ED 348 332 SP 031 068

Using a Problem Solving Model To Revise the Teacher Education Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 88
NOTE- 116p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; Elementary Secondary Education; *Field Experience Programs; Higher Education; *Needs Assessment; Participative Decision Making; Preservice Teacher Education; *Problem Solving; *Program Evaluation; *Research Utilization; *Student Teaching; Teacher Behavior
IDENTIFIERS- Reflective Teaching; Vanderbilt University TN

*Predictor Variables; Reading Tests; Scores; Teacher Expectations of Students; *Teaching Experience
IDENTIFIERS- *Accuracy Measures; *Correlation Ratio; Iowa Tests of Basic Skills

Forty-two pairs of experienced and novice teachers predicted the rank order of their pupils' scores on the reading and mathematics portions of the Iowa Test of Basic Skills (ITBS). The pool of novice teachers were first semester students in the Arizona State University Professional Teacher Preparation Program (PTPP). The experienced teachers in this study were the placement teachers with whom the first semester PTPP students were placed. The correlation between perceived score and actual score on the ITBS was used as a measure of the accuracy of teachers' judgment of student achievement. The purpose of this study was to determine relationships between the accuracy of teachers' judgments of student achievement and the following variables: (1) years of teaching experience; (2) ethnic composition of classroom; (3) pupil gender; (4) class size; and (5) pupil ability as defined by scores on the ITBS. Correlations between the experienced and novice teachers' judgments were also obtained when both worked in the same classrooms. The experienced teachers were highly accurate in their predictions and significantly more accurate than novices; correlations varied widely within both groups of teachers. The relation between accuracy of predictions and years of teaching experience was negative but not substantial; there were no relationships between accuracy of predictions and classroom ethnicity, gender, and class size. Experienced teachers were more accurate in judging the performance of high scoring students than that of low scoring students, but not significantly so. Implications of these results and recommendations for further research are discussed. (Author/LL)

ED 348 351 SP 033 970

Davis, Judith Rae
I Ain't No Teacher: Authority in Classroom Discussion.
PUB DATE- Apr 92
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Action Research; Case Studies; Community Colleges; *Discussion (Teaching Technique); Learning Strategies; *Power Structure; Remedial Instruction; *Research Methodology; *Student Participation; Two Year Colleges
IDENTIFIERS- Collaborative Learning; *Talk Write Method

This case study investigated whether student talk and classroom discussion might help students find a voice in the academic community and pave the way for other forms of research and analysis that the academy expects of them. Participants were Bergen Community College (New Jersey) students (N=110) enrolled in a non-credit remedial English class. Emphasis was placed on collaborative conversation, turn-taking, silence, timing, and the absence of a traditional authoritarian teacher. Data were obtained by involving students in researching their own discussions. Like most action research on classroom talk, the study also explores methodology. The major means of data collection in this study consisted of audio tapes of classroom discussion, student surveys after discussion sessions, student notebooks, responses to readings, and essays collected both tests are unidimensional measures that are not particularly sensitive to students' general education experiences. Both tests represented measures of individual differences and were powerful measures of academic ability. Because of their sensitivity to individual differences, both the COMP and the Academic Profile are not considered appropriate for evaluating the impact of general education programs. Institutions would not be well-advised to use the subscales of either examination to evaluate the components of a curriculum. Six tables give study results. (SLD)

ED 348 370 TM 015 557

Arizona Pupil Achievement Testing Statewide Report, June 1986 and Appendix.
PUB DATE- Jun 86
NOTE- 380p.; Each annual report in this series consists of a "statewide report" and an "appendix" volume.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Achievement Tests; Black Students; Elementary Secondary Education; Ethnic Groups; *Grade Equivalent Scores; Graphs; Hispanic Americans; Navajo; Norm Referenced Tests; Racial Differences; *Reading Achievement; Scores; Standardized Tests; State Programs; Statistical Data; Tables (Data); Testing Programs; *Test Results
IDENTIFIERS- *Arizona State Assessment Programs; Iowa Tests of Basic Skills; Stanford Achievement Tests; Stanford Test of Academic Skills

April 1986 marked the sixth year of the statewide testing program in reading, language, and mathematics mandated by the Arizona legislature. For 1986, the Arizona State Board of Education adopted three tests to fulfill the legislative mandate: the Iowa Tests of Basic Skills (grades 1 through 8); the Stanford Achievement Test (grade 9); and the Stanford Test of Academic Skills (grades 10 through 12). Student scores are reported by subject, subtest, and skill at the student and classroom levels. Scores are then aggregated to the school, district, county, and state levels. Arizona students scored in average ranges in all areas at all grades based on stanines. Grade equivalents in mathematics were at or above the national averages, and the American Indian/Alaskan Native group received the lowest scores of the racial and ethnic groups. Thirty-one tables and 13 graphs contain testing results. The Appendix volume contains: Appendix A--"1986 Grade Equivalents for Reading on the Iowa Tests of Basic Skills (1-8), the Stanford Achievement Test (9) and the Stanford Test of Academic Skills (10-12)"; Appendix B--"1986 Grade Equivalents for Language on the Iowa Tests of Basic Skills (1-8), the Stanford Achievement Test (9) and the Stanford Test of Academic Skills (10-12)"; Appendix C--"1986 Grade Equivalents for Mathematics on the Iowa Tests of Basic Skills (1-8), the Stanford Achievement Test (9) and the Stanford Test of Academic Skills (10-12)." (AA)

ED 348 371 TM 015 561

Arizona Pupil Achievement Testing Statewide Report, June 1987 and Appendix.
PUB DATE- Jun 87
NOTE- 406p.; Each annual report in this series consists of a "statewide report" and an "appendix" volume.
LANGUAGE- English

A program review model that can be used at the system level in the Simcoe County in Ontario (Canada) schools is presented. Program review is a process of systematically marshalling information so as to enable individuals to critically debate a specific program and eventually make more informed decisions about the program. A variety of conceptual approaches is required to reflect system priorities and indicate the size and scope of each program. Both qualitative and quantitative measures should be used whenever possible. Program review is necessary for accountability and program development. The model for Simcoe County contains the following steps: (1) determine the need for a review; (2) initiate preplanning; (3) develop a focus; (4) prepare for data collection; (5) collect the data; (6) analyze the data; (7) prepare suggested courses of action; (8) present the findings; (9) develop the action plan; and (10) undertake follow-up activities. Fifty-nine procedures within the 10 steps are presented. Strategies that facilitate program review are highlighted. Although designed for system-level evaluation, program review procedures and strategies can be used at the classroom and school levels. Twelve figures illustrating the model and 38 references are included. (SLD)

ED 348 389 TM 018 806

McKeough, Anne
Program Development Criteria for Curricula Designed To Teach Central Conceptual Structures.
PUB DATE- Apr 92
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Child Development; Cognitive Development; *Cognitive Structures; *Concept Formation; *Criteria; *Curriculum Development; Elementary Secondary Education; Foreign Countries; Integrated Curriculum; Interdisciplinary Approach; *Piagetian Theory; *Program Development; Student Evaluation; Teaching Methods

Instructional implications of cognitive development theory are discussed, and it is proposed that the current theoretical framework offers a view of development that, applied in instructional contexts, leads to a reconceptualization of the traditional notion of developmental curricula. Piaget's theory offered a framework for how children should be taught and for what should be taught. It suggested to educators that learning across subject areas is interconnected and proceeds according to a developmental schedule. However, the promise that instructional sequences in the various disciplines could be integrated has never been fulfilled. New approaches that teach the components of the central conceptual structures and relations among them offer promise of coordinating instruction across subject areas. Current theory proposes to track conceptual understanding and interdisciplinary units. The current approach also allows teachers to make decisions regarding the timing of instruction on the basis of students' conceptual understanding. Students apply a given structure independently only when that structure is firmly in place. The present approach represents a move away from the Piagetian notion of a context-free, single, logical structure. A range of teaching approaches can be accommodated, and students' performance is judged in terms of their levels of include a description of the Boston Compact Agreement, and a discussion of the research method employed in writing the paper. (FMW)

ED 348 406 UD 026 925

Wilson, William Julius, Ed.
The Ghetto Underclass: Social Science Perspectives. The Annals of the American Academy of Political and Social Science.
PUB DATE- Jan 89
NOTE- 245p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Family (Sociological Unit); Fathers; *Ghettos; Homeless People; Influences; Lower Class; Marriage; *Minority Groups; Mothers; *Poverty; *Public Policy; *Social Problems; Unemployment; *Urban Areas; Urban Problems

This volume presents the research findings of numerous scholars on the theme, The Ghetto Underclass: Social Science Perspectives. The following 13 articles are included: (1) "The Cost of Racial and Class Exclusion in the Inner City" (L. Wacquant and W. Wilson); (2) "Urban Industrial Transition and the Underclass" (J. Kasarda); (3) "Absent Fathers in the Inner City" (M. Sullivan); (4) "Sex Codes and Family Life among Poor Inner-City Youths" (E. Anderson); (5) "Employment and Marriage among Inner-City Fathers" (M. Testa, and others); (6) "Single Mothers, the Underclass, and Social Policy" (S. McLanahan and I. Garfinkel); (7) "Puerto Ricans and the Underclass Debate" (M. Tienda); (8) "Immigration and the Underclass" (R. Reischauer); (9) "The Urban Homeless: A Portrait of Urban Dislocation" (P. Rossi and J. Wright); (10) "Equal Opportunity and the Estranged Poor" (J. Hochschild); (11) "The Logic of Workfare: The UnderClass and Work Policy" (L. Mead); (12) "Institutional Change and the Challenge of the Underclass" (R. Nathan); and (13) "The Underclass: Issues, Perspectives, and Public Policy" (W. Wilson). The volume also includes reviews of 41 books in the following categories: (1) International Relations and Politics; (2) Africa, Asia, and Latin America; (3) Europe; (4) United States; (5) Sociology; and (6) Economics. (VM)

ED 348 407 UD 027 045

Report of the New York State Board of Regents' Panel on Learning Styles.
SPONS. AGENCY- State Univ. of New York, Albany. Office of the Regents.
PUB DATE- 88
NOTE- 176p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Brain Hemisphere Functions; Cognitive Development; Cognitive Psychology; *Cognitive Style; *Cultural Influences; Educational Environment; Educational Policy; *Elementary Secondary Education; Equal Education; Instruction; *Learning Modalities; Learning Processes; *Learning Strategies; Learning Theories; Minority Group Children; Policy Formation; School Administration; School Organization
IDENTIFIERS- New York State Regents

This report comprises the results of a panel commissioned by the

"Twelve Years a Slave" is a script intended to go with accompanying audio cassettes. It was developed for Voices of Liberty (a project of New Faces of Liberty) and was produced by the San Francisco Study Center as one of their "Cutting Edge Curriculum Materials." The story told by the script is excerpted from the 1989 edition (by Louisiana State University Press) of "Twelve Years a Slave", edited by Sue Eakin and Joseph Logsden, which was based on the original 1853 edition. Northup was a free black man in New York who was kidnapped to Washington D.C. and sold into slavery in 1841. The account is a valuable addition to the literature of slave narratives, written from the perspective of one who was both critic and chattel. On his eventual return to New York and freedom, an account of his 12 years as a slave in Louisiana was published. The title page and etchings are replicas of the originals. The text is largely original with the exception of portions identified as "narrator," which were written for this abridged version. (SLD)

ED 348 425 UD 028 779

Styles, Melanie B.; Morrow, Kristine V.
Understanding How Youth and Elders Form Relationships: A Study of Four Linking Lifetimes Programs.
SPONS. AGENCY- Commonwealth Fund, New York, N.Y.; Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- Jun 92
NOTE- 102p.; Funding also provided by the Pinkerton Foundation.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; Age Differences; At Risk Persons; Community Programs; Demonstration Programs; *Disadvantaged Youth; *Intergenerational Programs; Interpersonal Competence; *Interpersonal Relationship; Mentors; *Older Adults; Program Evaluation; Urban Youth; Youth Problems; Youth Programs
IDENTIFIERS- *Intergenerational Relationship; *Linking Lifetimes Programs; Temple University PA

As part of a 4-year research initiative on adult/youth relationships programs, this study assessed relationships between elders and at-risk youth at the following four Linking Lifetimes intergenerational mentoring demonstration sites developed by Temple University's Center for Intergenerational Learning in Philadelphia (Pennsylvania): (1) Neighborhood Youth Association in Los Angeles (California); (2) Metro Dade Department of Youth and Family Development in Miami (Florida); (3) Porter Leath Children's Center in Memphis (Tennessee); and (4) Corporation for Public Management in Springfield (Massachusetts). Elders were 55 years old and older, and youth were 12 to 17 years old. Using 26 pairs of 1 youth and 1 elder, the study examined pair activities, the relationship formation process, and effective and ineffective practices in the relationships. Elders met between 4 and 10 hours a week with youth and received stipends and reimbursements for expenses. Separate face-to-face semistructured interviews with all subjects were conducted at two times. Seventeen pairs were satisfying and 9 pairs were dissatisfying to the participants. The pairs' particular activities did not determine satisfaction. Differences existed in participants' interaction styles. Elders in satisfying relationships allowed the content and timing of the relationships to be youth-driven. Included are 5 tables, 33 references, and 2 appendixes describing the

Effectiveness Follow Through Model: Research-Based Classroom Practices for Effective Teaching"; "The Environment as Textbook: Creative Curriculum Follow Through Model Promotes Active Learning and Supportive Classroom Settings to Nurture Children"; "Follow Through Model Key Features" (in tabular form); and "Effectiveness: Follow Through's Bottom Line." Included are a 60-item annotated bibliography of selected reading material and a folder of 15 brief descriptions of Follow Through models. (RLC)

ED 348 442 UD 028 802

Donaldson, William S.
Report of the Chapter 1 Sustained Effects Study. 1989-91. Elementary and Secondary Education Act--Chapter 1.
PUB DATE- Jun 92
NOTE- 63p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- *Compensatory Education; Disadvantaged Youth; Economically Disadvantaged; Educationally Disadvantaged; Elementary School Students; Elementary Secondary Education; Longitudinal Studies; Low Income Groups; *Outcomes of Education; *Pretests Posttests; *Program Evaluation; Research Methodology; School Districts; Secondary School Students; Special Needs Students; Student Evaluation; *Urban Schools
IDENTIFIERS- *Columbus Public Schools OH; Elementary Consolidation Improvement Act Chapter 1; *Sustaining Effects Study

This paper studies pretest-to-posttest, posttest-to-sustained effect, and pretest-to-sustained effect changes for 3,775 students in grades 2 through 8 who participated in Chapter 1 reading/mathematics programs in Columbus (Ohio) Public Schools during the 1989-90 school year. Data for 16 analysis groups were collected in spring of 1989, 1990, and 1991 and separated by skill area (reading-basic, reading-advanced, mathematics-basic, and mathematics-advanced) and by group-of-interest (exited program after 1 year, in the evaluation sample the second year, served but not in the evaluation sample the second year, and total). Those who exited the Chapter 1 program had the highest posttest scores and lost a substantial percent of their posttest-pretest gain during the year after program participation. Pretest, posttest, and sustained effects averages for reading-basic and reading-advanced were similar for grades 3 through 6. At least 50 percent of the students in each study group had positive pretest-to-sustained effect change values. The development of recommendations based solely on the sustained effects data is constrained by the complexity of how students get into the evaluation sample in various Chapter 1 programs and the types and amount of services that students receive compared to their need for services. Included are 26 graphs and 24 tables. (RLC)

ED 348 443 UD 028 805

Rodriguez-Brown, Flora V.; Mulhern, Margaret M.
Functional vs. Critical Literacy: A Case Study in a Hispanic Community.
PUB DATE- Apr 92
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).

early field experiences of preservice teachers who later taught in urban settings that were radically different from those they experienced as students. Reflective thinking refers to consciously identifying and defining schooling and classroom problems, generating reasonable "guiding ideas" or hypotheses, and testing them through intelligent action. The study combined scholarly activity explicating and operationalizing the concept of reflectivity with quantitative and qualitative data. Fifty-six male and female education students in urban field sites were divided into a control group (n=28) given a typical early field experience and an experimental group (n=28) given an experience designed to develop reflective thinking through reflective sessions following each weekly classroom experience. Both groups kept journals and completed a narrative evaluation of their experience, and both groups were tested for logical thinking. Test results show that the control group had slightly higher logical reasoning ability than the experimental group. Analysis of the journals found that the treatment group wrote more, in greater detail and depth, and with more analysis and application of a variety of issues that affect schooling success than did the control group. The treatment group analyzed themselves more deeply in terms of understanding differences between their culture and their students' cultures. Included are 2 tables and 40 references. (JB)

ED 348 461 UD 028 834

Alexander, Gary C.
The Transformation of an Urban Principal: Uncertain Times, Uncertain Roles.
PUB DATE- Apr 92
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; *Administrator Role; *Educational Change; Elementary Schools; Elementary Secondary Education; *Instructional Leadership; *Leadership Qualities; Leadership Responsibility; Leadership Training; *Principals; Public Schools; *School Based Management; Secondary Schools; Urban Schools
IDENTIFIERS- Reform Efforts

A study was done on the effect of site-based management (SBM) and change on the role of principals in a large urban school district in the mid-western United States. The study used a distillation of the perceptions reported by building principals faced with the implementation of SBM, a concept of transactional and transformational leadership, and qualitative and quantitative approaches. The study surveyed 56 principals from elementary school through high school level using 2 brief surveys; a 76 percent response rate was received. The surveys were followed by in-depth interviews of 21 representative principals from all grade levels addressing the principals' concerns about change, how they felt their role was changing, and their predictions about the future role of the principal. Findings include the following: (1) the implications of SBM for the role of principal cannot yet be determined; (2) the majority of participants did not espouse transformational leadership; (3) many principals identified a need for training in leadership skills; and (4) principals viewed the emerging role of principals as directors of change. Overall, the results engineering, mathematics, and the sciences for everyone. This report, which describes the principal conclusions of the group, includes reports of six individual panels that focus on different aspects of U.S. education. The six panel summaries address and make recommendations on the following issues: attaining and maintaining scientific and technological literacy for all people; encouraging curriculum renewal and the development of new learning environments; incorporating new and evolving technologies into the curriculum; encouraging and preparing students for careers as precollege and college teachers; assuring career participation by all societal groups; and developing young faculty during the critical years to tenure. The colloquium concluded that U.S. higher education must: (1) encourage and reward instructional excellence; (2) increase resources for instructional innovation and curriculum renewal; (3) assume responsibility for public understanding of science and technology; (4) assure career participation in engineering, mathematics, and the sciences by all segments of society; and (5) encourage the development of discovery-oriented learning environments and technology-based instruction. The report includes a list of participants, the charge to the colloquium, the colloquium agenda, and Massachusetts Institute of Technology President Charles M. Vest's colloquium address. (MDH)

ED 348 224   SE 052 868

Natour, Denise M.
Advanced Algebra and Calculus. High School Mathematics Curricula. Instructor's Guide.
PUB DATE- May 91
NOTE- 178p.; Numerous reduced-size figures representing video displays. Best copy available. For CCA Basic Skills Mathematics Curriculum, see ED 325 332.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Algebra; *Calculus; *Computer Assisted Instruction; *Courseware; Curriculum Development; Curriculum Guides; Equations (Mathematics); High Schools; Lesson Plans; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Problem Solving; Programed Instructional Materials; Ratios (Mathematics); *Secondary School Mathematics; Units of Study; Word Problems (Mathematics)
IDENTIFIERS- Graphing (Mathematics); Limits (Mathematics)

This manual is an instructor's guide for the utilization of the "CCA High School Mathematics Curricula: Advanced Algebra and Calculus" courseware developed by the Computer-based Education Research Laboratory (CERL). The curriculum comprises 34 algebra lessons within 12 units and 15 calculus lessons that are computer-based and require mastery for completion by the student. Material in each lesson is presented in sections, so that students are not overwhelmed by too much information and students control the rate at which information is displayed. Each lesson in this instructor's guide provides the lesson title, file name, author affiliation, lesson objective, lesson description, necessary student-computer interactions, intended student audience, approximate completion time, special notes pertinent to the lesson, and figures consisting of computer displays associated with the lesson. Topics included in the algebra curriculum are: operations in the real number system, linear equations and inequalities, polynomials, word problems, ratios, trigonometry, graphing straight lines, graphing appreciate the significance and the beauty of Providence's architectural heritage. (Other materials in this program are a handbook entitled, "A New Look at Old Buildings," and an accompanying film strip and audiocassette). With the aid of the workbook, students learn about architectural styles, use timelines, complete map exercises, take a walking tour of early Providence, observe the design of specific houses, go on a treasure hunt, work a crossword puzzle, take a cartoon quiz, and draw a house. A glossary of architectural terms is included. (PPB)

ED 348 242 SO 019 968

Teaching Music, Grades 5, 6.
PUB DATE- 83
NOTE- 184p.; Reprinted 1986. For related document, see SO 019 969.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Creative Activities; Creative Expression; Grade 5; Grade 6; Intermediate Grades; Kodaly Method; Lesson Plans; *Listening Skills; Music; *Music Activities; Musical Instruments; *Music Education; *Music Reading; Music Techniques; Songs; *Vocal Music
IDENTIFIERS- *Rhythm

This curriculum guide has been prepared for use by both the music specialist and the classroom teacher in New York City. It outlines areas of musical subject matter appropriate for students in grades five and six. The materials are presented in six sections. "Rhythmic Experiences" introduces students to a variety of meters and rhythms through movement, singing, instruments, and reading. "Singing Experiences" advocates expressive singing through the use of good tone quality, accurate intonation, proper diction, and correct breathing and phrasing. "Listening Experiences" exposes students to a great range of music to illustrate the concepts of rhythm, tempo, timbre, dynamics, melody, tonality, etc. "Instrumental Activities" shows students how to use available classroom instruments and apply them resourcefully as accompaniments to songs and recorded material. "Music Literacy" trains students to be able to read and play simple melodic patterns. "Creative Musical Experiences" gives students opportunities to experience the creative process by composing and improvising. A glossary, a 217-item song title anthology (listed under 12 music concepts and keyed to 9 published song collections), a list of 14 supplementary books, guitar playing suggestions (with 85 song suggestions), a brief description of the Kodaly method, and information on 9 music careers conclude the guide. (PPB)

ED 348 243 SO 019 969

Teaching Music, Grades 7, 8, 9.
PUB DATE- 85
NOTE- 167p.; For related document, see SO 019 968.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Choral Music; Grade 7; Grade 8; Grade 9; *Jazz; Junior High Schools; Latin American Culture; Lesson Plans; Music; *Music Activities; *Music Education; Musicians; North American Culture; Rock Music; Songs; *Vocal Music
IDENTIFIERS- *Classical Music; Folk Music; *Popular Music

and argues that most political socialization that occurs in schools is transmitted through the "hidden curriculum" and not the formal curriculum. A bibliography of 109 references is included. (DB)

ED 348 263 SO 021 847

Seabrook, Roberta
Internationalizing the Business Curriculum: Technology and Social Change.
PUB DATE- 88
NOTE- 15p.; Paper presented at an Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (7th, Ann Arbor, MI, April 7-9, 1988).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Education; *Course Descriptions; *Curriculum Development; Developing Nations; Economic Development; Economic Progress; Foreign Countries; Graduate Study; Higher Education; Interdisciplinary Approach; *Teaching Experience; *Technology Transfer
IDENTIFIERS- *Multinational Corporations

In 1986 the Technology and Social Change Program and the College of Business at Iowa State University joined forces to develop a new graduate course that focused on the role of the multinational corporation in technology transfer to the lesser developed countries. The course was team taught by faculty from different disciplines and colleges, and was directed toward graduate majors in international development and international business. Background information about the university and the development of the course is presented along with a description of the couse itself and an outline of the various benefits the course has to offer the university, individual disciplines, the participating faculty members, and the business graduate students. Experiences of one member of the permanent faculty team teaching the course show how foreign-language-for-business instructors can contribute to and benefit from such a course. (DB)

ED 348 264 SO 021 867

Jones, Adrienne Lash
Struggle among Saints: Black Women in the YWCA, 1860-1920.
PUB DATE- 12 Apr 91
NOTE- 18p.; Paper presented at the Annual Meeting of the Organization of American Historians (Louisville, KY, April 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Historical Materials (060)
DESCRIPTORS- *Black History; Black Leadership; *Females; Organizational Change; *Organizations (Groups); *Racial Bias; Racial Discrimination; United States History
IDENTIFIERS- *Young Womens Christian Association

In the late 19th and early 20th centuries the Young Women's Christian Association (YWCA) was an extremely popular organization among black women. During this time the YWCA enjoyed a reputation as a leader in interracial affairs. Internally, however, the structure of the YWCA protected the

Incomplete Solutions." Part 3, "Developing Human Potential--a Door Opens Onto Hope," contains chapters: (13) "Education for Living"; (14) "Criteria for Planned Education"; (15) "Achieving Human Potential"; and (16) "A Political Priority." An epilogue, tables of statistical data, and an 81-item bibliography also are included. (DB)

ED 348 285 SO 022 235

Panetta, Leon E.
Restoring America's Future: Preparing the Nation for the 21st Century. A Report.
PUB DATE- Dec 91
NOTE- 91p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Budgeting; Budgets; Economic Factors; *Federal Government; *Financial Policy; *Futures (of Society); *Public Policy; Social Problems

This report by the Chairman of the Committee on the Budget of the U.S. House of Representatives presents the conclusions of an effort by the committee to outline a possible long-term budget strategy which will take the nation into the 21st century. Between June and December, 1991, the Committee held 16 hearings, 14 caucuses, and 10 briefings in which it conducted an extensive review of the nation's economy, long-term problems in the society, and the status of the budget deficit and the 1990 Budget Agreement. After presenting some background information that summarizes the status of the economy, the deficit and the Budget Agreement the report offers specific policy initiatives designed to restore confidence in the economy and government. Specifically, the program put forth contains the following elements: (1) streamlining and improving management of the Executive and Legislative branches to better serve the American people and formulate and carry out responses to national problems; (2) dramatic reductions in budget deficits over the next decade to below 0.5 percent of gross national product--GNP (compared to the current 6 percent), or preferably a balanced budget in order to free up the nation's resources for more productive private and public investments; and (3) targeted investments in programs chosen specifically to address the most serious long term threats to the nation's economic and social health. Following the chairman's report, additional views are offered by Representative Willis D. Gradison, Jr., the ranking Republican on the Budget Committee. (DB)

ED 348 286 SO 022 241

Women's Participation in Higher Education: China, Nepal, and the Philippines.
PUB DATE- 90
NOTE- 182p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Cultural Influences; Developing Nations; Educational Development; *Educational Opportunities; *Educational Policy; Equal Education; Foreign Countries; *Higher Education; Socioeconomic Influences; *Womens Education
IDENTIFIERS- *China; *Nepal; *Philippines

file: psychology, anthropology, sociology, geography, history, economics, political science, geographic skills, communication skills, legal responsibilities, general social studies, and personal economics. Each activity includes an instructional objective along with a title, topic, time segment, procedures, materials, evaluation, and adaptation. Sample objectives include describing territorial changes as a result of resolving conflict (psychology) and suggesting effective parental responses to children who are having problems (communication skills). Additional teacher materials, student information sheets, and student activity sheets also are included where applicable. (DB)

ED 348 309   SO 022 532

A Resource File for Social Studies in Utah. Level 10-12: U.S. Studies.
PUB DATE- 91
NOTE- 675p.; For related documents, see SO 022 522-539.
LANGUAGE- English
EDRS Price- EDRS Price - MF04/PC27 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; Grade 10; Grade 11; Grade 12; High Schools; Learning Activities; *Social Studies; State Curriculum Guides; *Student Educational Objectives; Teaching Methods
IDENTIFIERS- *Utah

This resource file contains information for Utah secondary school teachers to help their students at level 10-12 to meet the state's instructional objectives in the social studies. This particular student level emphasizes U.S. studies. The following disciplines are covered in the resource file: psychology, anthropology, sociology, geography, history, economics, political science, and geographic skills. Each activity includes an instructional objective along with a title, topic, time segment, procedures, materials, evaluation, and adaptation. Sample objectives include discussing the stages of the business cycle, defining relevant terms, and listing practices which the government uses to influence the economy (economics); and analyzing the progressive movements of the various frontiers as they crossed the American continent (history). Additional teacher materials, student information sheets, and student activity sheets also are included where applicable. (DB)

ED 348 310   SO 022 533

A Resource File for Social Studies in Utah. Level 10-12: Psychology.
PUB DATE- 91
NOTE- 457p.; For related documents, see SO 022 522-539.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; Grade 10; Grade 11; Grade 12; High Schools; Learning Activities; *Psychology; *Social Studies; State Curriculum Guides; *Student Educational Objectives; Teaching Methods
IDENTIFIERS- *Utah

This resource file contains information for Utah high school teachers to help their students meet the state's instructional objectives in the elective psychology course. Each activity

The Department of Teaching and Learning of Peabody College of Vanderbilt University developed a project to strengthen field experiences for elementary/early childhood teacher education students. The project was designed to use current research to revise the laboratory and practica programs, incorporating technology and simulated classroom experiences. The ultimate goal was to develop teachers who would be problem solvers--able to assess each unique classroom situation and select from alternatives the strategy that would be the "best fit." The study addressed the problems that preservice teachers have in practicum situations and in student teaching. It also focused on the impact of the learning experiences of the project on the problem areas of the elementary/early childhood preservice teachers. The instructional processes used in the practica and student teaching programs were examined to determine which processes improved the problem solving and reflective processes of the preservice teachers. The study also explored how well the objectives and practica experiences reflect research and the effectiveness of using technology in the preparation of teachers. Under consideration also was the effectiveness of an advisory committee and field support team in redesigning a teacher education program. A program assessment report and a practice profile are included in this document. (Study sections are presented as "Project Portrayal," "Program Assessment Report," and "Practice Profile.") (JD)

ED 348 333 SP 033 307

Sova, Ruth
Aquatic Equipment Information.
PUB DATE- 90
NOTE- 5p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Adults; Aquatic Sports; *Athletic Equipment; *Equipment Evaluation; *Exercise; Physical Education; Physical Health; *Water

Equipment usually used in water exercise programs is designed for variety, intensity, and program necessity. This guide discusses aquatic equipment under the following headings: (1) equipment design; (2) equipment principles; (3) precautions and contraindications; (4) population contraindications; and (5) choosing equipment. Equipment is used initially to add variety to the aquatic exercise program and later to increase intensity of the training program or for aerobic exercise. Equipment is based on one or more of three basic principles: buoyancy, weight, or resistance. Regardless of type of equipment, certain precautionary guidelines are to be followed: progressive overload; begin slowly; attain muscle balance; keep joints slightly flexed; keep the equipment in the water; stretch muscles at the end of the session; move toward and away from the body center; always place, not fling, the piece of equipment; use equipment only after warming up; use full range of motion; know where the equipment is going; and use proper alignment. Those using equipment should not have medical contraindications. Considerations on choosing equipment have to do with its purpose, participants, and such items as cost, ease of storage, resistance to mildew. (AMH)

ED 348 334 SP 033 329

Greenwood, John C.

throughout the course. Results suggest that: a series of discreet behaviors cannot be taught that will result in meaningful classroom talk; issues of authority between students and teachers in the classroom and between genders affect how students interact in discussion; in order to learn how to use talk to explore ideas, students need to assume an authority that conflicts with their roles as students and as gendered human beings; action research empowers students; and the act of mutual exploration and research engenders a voice of authority that can be shared. (LL)

ED 348 352 SP 033 974

Andrews, Sharon Vincz
Enhancing Learning and Scholarship in College Classroom: The Role of Learning Teams.
PUB DATE- Feb 92
NOTE- 17p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (San Antonio, TX, February 25-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Instruction; Communication (Thought Transfer); *Cooperative Learning; *Education Majors; Higher Education; Learning Processes; Learning Strategies; *Methods Courses; Preservice Teacher Education; Teacher Education Programs; *Teacher Educators; Teaching Methods; *Teamwork
IDENTIFIERS- *Reflective Inquiry; Social Learning Theory

This paper describes a learning team curriculum structure in which the college professor relinquishes center stage in the classroom and involves students in two important tasks: (1) regular and specific reflection on their own learning and strategies for learning; and (2) asking their own questions. The learning team approach helps students learn more, value their own learning strategies, recognize their own knowledge, and demystify the knowledge base in teacher education. Participants in the study included graduate and undergraduate teacher education students enrolled in methods courses; data were derived from student journals, interviews, and in-class reflections. Results suggest that teacher education not be merely the transmission and practice of a series of techniques for instruction and management, but rather the transmission of qualities and conditions which social learning theory allows, such as the development of voice, the creation of learning environments, the pursuit of inquiry, and engagement in reflexivity. The use of collaborative learning teams contributes significantly to reflective practice by emphasizing the social nature of learning and reducing the risk factors which inhibit learning. (LL)

ED 348 353 SP 033 977

Richards, Janet C.; And Others
Beginning Professionals' Metaphors in an Early Field Placement.
PUB DATE- Apr 92
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

EDRS Price- EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Achievement Tests; Elementary School Students; Elementary Secondary Education; Grade Equivalent Scores; *Language Skills; *Mathematics Achievement; National Norms; Norm Referenced Tests; Public Schools; *Reading Achievement; School Districts; Scores; Secondary School Students; Standardized Tests; *State Programs; Statistical Data; Tables (Data); Testing Programs; *Test Results
IDENTIFIERS- *Arizona State Assessment Programs; Iowa Tests of Basic Skills; Percentile Ranks; Stanford Achievement Tests; Stanford Test of Academic Skills

April 1987 marked the seventh year of the statewide testing program in reading, language, and mathematics mandated by the Arizona State legislature. The Arizona testing program used nationally-standardized norm-referenced achievement tests. The Iowa Tests of Basic Skills (ITBS) were administered to students in grades 1 through 8, the Stanford Achievement Test (SAT-7) was administered to students in grade 9, and the Stanford Test of Academic Skills (TASK) was administered to students in grades 10 through 12. The report first summarizes student performance in reading, mathematics, and language across all grades and then presents a summary of statewide performance by each grade level. In all, 498,231 Arizona students were tested during the week of April 20-24, 1987. The statewide data reported are based on performance of these students who were enrolled in 918 schools in 210 districts. Arizona students scored in the average range in all areas tested on all tests taken, indicating an overall level of achievement at about the national average. Reading scores were above the national average for grades 2, 4, 5, and 9 through 12. Reading scores for grades 1, 3, 7, and 8 were slightly below the national average. Performance in languages was at or above the national average in all Grades. Gains in performance in comparison with 1986 Arizona scores were seen for all achievement areas except reading in grade 3 and reading and language in grade 9. Thirty-eight tables and 28 bar graphs contain testing results. The appendix contains grade equivalents for reading, language, and mathematics for all grades. (SLD)

ED 348 372 TM 015 573

Arizona Pupil Achievement Testing Statewide Report, June 1988 and Appendix.
PUB DATE- Jun 88
NOTE- 388p.; Each annual report in this series consists of a "statewide report" and an "appendix" volume.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Achievement Tests; Annual Reports; Elementary Secondary Education; Grade Equivalent Scores; *Language Skills; *Mathematics Achievement; Public Schools; *Reading Achievement; Scores; Standardized Tests; *State Programs; Statistical Data; Tables (Data); Testing Programs; *Test Results
IDENTIFIERS- *Arizona; Iowa Tests of Basic Skills; *Percentile Ranks; Stanford Achievement Tests; Stanford Test of Academic Skills

1988 is the eighth year of the Arizona Pupil Achievement Testing Program which is administered to fulfill the requirements of Arizona Revised Statutes Section 15-741 through Section 15-744. This legislation mandates that a nationally standardized norm-understanding. One figure illustrates the central social structure, and there is a 14-item list of references. (SLD)

ED 348 390 TM 018 807

Lafleur, Clay
Complementarity as a Program Evaluation Strategy: A Focus on Qualitative and Quantitative Methods.
PUB DATE- May 90
NOTE- 16p.; Paper presented at the Annual Meeting of the Canadian Evaluation Society (Toronto, Ontario, Canada, May 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Data Collection; Elementary Secondary Education; *Evaluation Methods; Foreign Countries; Formative Evaluation; Literature Reviews; *Program Evaluation; *Qualitative Research; *Research Design; Research Methodology; Statistical Analysis; Summative Evaluation
IDENTIFIERS- *Complementarity; Strategy Choice

Use of complementarity as a deliberate and necessary program evaluation strategy is discussed. Quantitative and qualitative approaches are viewed as complementary and can be integrated into a single study. The synergy that results from using complementary methods in a single study seems to enhance understanding and interpretation. A review of the literature on mixed method designs reveals that many researchers recognize the value of complementary approaches. Complementarity in program evaluation ensures that outside perspectives, such as skill acquisition and achievement of cognitive objectives, are connected with inside perspectives, such as the meaning that actors assign to different situations. When used as a deliberate program evaluation strategy, complementarity capitalizes on the strengths of quantitative and qualitative research methods to provide enriching explanatory and interpretive meaning to the findings. There is a 17-item list of references. (SLD)

ED 348 391 TM 018 811

Plake, Barbara S.
Commercially Available Instrumentation: A Resource for Educational Researchers.
PUB DATE- Apr 92
NOTE- 17p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, April 21-23, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Assessment; Educational Research; Evaluation Criteria; Measurement Techniques; *Measures (Individuals); Researchers; *Resource Materials; *Test Reviews; Test Selection
IDENTIFIERS- *Commercially Prepared Materials; *Mental Measurements Yearbook

The "Mental Measurements Yearbook" (MMY) series has provided researchers and practitioners with availability and evaluative information about commercially available English-language tests for over 50 years. However, two myths exist that are believed by some users of these resources. The first myth is that there

New York State Board of Regents to review the status of knowledge on learning styles and group tendencies in learning behavior. The panel commissioned background papers, and debated various aspects of learning style as they relate to education. Of particular note was the role of culture and learning style, cognition, multiple intelligence, left brain-right brain development, and environmental conditions. The panel also considered pedagogy, instructional strategy, school organization and administration, diversity and educational equality and equity, and educational policy and practice as each related to learning style and behavioral tendency. The deliberations of the panel were consistently framed in the historical and educational experience of African-American and Latino American children in particular, and people of racial, ethnic, linguistic, and cultural difference in general. Recommendations are provided to advise the Board of Regents on how it might address these issues. Commentary on the recommendations is provided by Edmund G. Wilson, the Chairperson of the panel. A review of the knowledge base by Brenda A. Allen is included. The bulk of this report is comprised of the following position papers: (1) "Behavioral Style, Culture, and Teaching and Learning" (Asa G. Hilliard III); (2) "Learning Styles Dialogue" (Bernice McCarthy and Marcus Lieberman); (3) "Theories of Learning Styles, Neurosciences, Guided Imagery, Suggestopaedia, Multiple Intelligences and Integrative Learning" (Laurence Dean Martel); and (4) "Are Schools Responsible for Students' Failure?: A Synthesis of the Research on Learning Styles" (Rita Dunn, Jeffrey A. Beaudry, and Angela Klavas). Each of these reports includes an extensive list of references, and some of them use tables and figures to illustrate data. (BJV)

ED 348 408 UD 027 246

Black New Yorkers Status Report. Volume 2.
PUB DATE- Jan 89
NOTE- 38p.; For related documents, see UD 027 247-253.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Black Education; *Blacks; Crime Prevention; Economic Development; Family Programs; Health Programs; Human Services; Immigrants; Labor Force Development; *Program Evaluation; *Public Policy; Research Reports; *State Programs; *Statewide Planning
IDENTIFIERS- *New York; Policy Analysis; *Research Summaries

The New York State Governor's Advisory Committee for Black Affairs has published eight policy reports that evaluate State initiatives impacting the lives of black New Yorkers. Special emphasis was placed on the following areas: (1) development of increased opportunities in all aspects of State government; (2) coordination of resources to create effective educational, vocational, and health training programs; (3) evaluation of programs and services provided by State agencies and policy decisions affecting the black community; (4) development of awareness programs to assist members of the black community in identifying and participating in State and local programs; (5) evaluation of proposed State policies affecting blacks; and (6) review of the implementation of affirmative action programs designed to increase employment opportunities in State government. The following reports are described: (1) "The Black Family: Current Crisis/Recent Trends"; (2) "Health: Conditions, Prognosis, Prescription"; (3) "Human Services: Falling Behind";

Linking Lifetimes initiative and study methodology in 2 tables. (JB)

ED 348 426 UD 028 781

Immigrant Children: Challenges and Opportunities for Our Schools. Proceedings of the Conference of the Advocates for Children of New York (New York, New York, November 1986).
SPONS. AGENCY- Aaron Diamond Foundation, Inc., New York, NY.; Fund for the City of New York, N.Y.; New York Community Trust, N.Y.; United Way of New York City, NY.
PUB DATE- Sep 89
NOTE- 102p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; Child Advocacy; *Childrens Rights; *Civil Rights; *Disadvantaged Youth; Elementary School Students; Elementary Secondary Education; Hearings; *Immigrants; Needs Assessment; Public Opinion; Public Policy; Secondary School Students; *Special Needs Students; Undocumented Immigrants
IDENTIFIERS- Immigration; Language Minorities; *New York City Board of Education; *Testimony
This document presents testimony, policy statements, and recommendations on the educational needs of immigrant children at the elementary school through secondary school levels in New York City. An introduction describes the November, 1986, hearing at which parents, students, teachers, administrators, and members of community based organizations serving newly arrived families testified on the educational needs of immigrant children. A background section describes a court ruling, "Plyler v. Doe," and legislation, the Immigration Reform and Control Act, as well as excerpts of a New York City mayoral memorandum dated October 15, 1985. Another section describes areas of concern that the Chancellor's Advisory Committee on Immigrant Affairs has identified. Also described are other activities of an Immigrant Students Rights Project. Recommendations are presented that emerged from the hearing in 1986 and from subsequent work with students and families. A conclusion emphasizes the importance of addressing the needs of this population. The bulk of the document presents a representative sample of the testimony at the 1986 hearing including personal accounts, sociological contexts, problem areas, and resources and innovations. Also included are lists of hearing panel members and witnesses. Appendixes contain a 1988 Chancellor's memorandum, Regulations of the Chancellor, information on a training conference, a statement on students' rights of access, an announcement of a workshop on immigrant rights, testimony by Advocates for Children (AFC), a letter from AFC to college advisors, a letter from Mayor E. Koch, and a notice to the community about school access. (JB)

ED 348 427 UD 028 782

Minority Overrepresentation in the Juvenile Justice System. Hearing before the Subcommittee on Juvenile Justice of the Committee on the Judiciary. United States Senate, One Hundred Second Congress, First Session on the Status of the Juvenile Justice System in America, Focusing on the Causes of Minority Overrepresentation and the Plight of Minority Youth in Inner Cities.
PUB DATE- 25 Jun 91

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Disadvantaged Youth; Dropout Prevention; Economically Disadvantaged; *Family Programs; High Risk Students; *Hispanic Americans; Inner City; Interviews; *Literacy Education; Mexican Americans; *Parent Participation; Preschool Education; *Program Evaluation; Spanish Speaking; *Young Children
IDENTIFIERS- *Family Literacy; Project FLAME

A family literacy program for increasing 3- to 5-year-old children's literacy skills by educating their Mexican American parents is evaluated. Project Family Literacy--Aprendiendo, Mejorando, Educando ("Learning, Improving, Educating") (Project FLAME) is a federally funded program addressing Hispanic Americans' academic failure, characterized by high dropout rates and low scores on National Assessment of Educational Progress measures of reading proficiency, compared to White students. Project FLAME aims to increase parents' ability to assist their children's literacy learning and improve achievement in school reading and writing tasks. It addresses four elements of home literacy influence (literacy modeling, literacy opportunity, literacy interaction, and home-school relationships). Project FLAME was held at three elementary schools in an inner-city Spanish speaking neighborhood (98 percent Hispanic Americans). Data from case studies, interviews, and anecdotes were analyzed. The findings highlight examples of functional and critical behaviors revealed through home and school observations and discussed by parents in interviews. The results show that by addressing literacy on a functional level in a family literacy program, the participating parents gradually adopted more critical stances toward some institutions in their lives (including school). Included are 26 references. (RLC)

ED 348 444 UD 028 813

Bailey, Jerry; Hafner, Anne
Successful Indicators Study (SIS) Methodology Report: Deviant Case Analysis Pilot.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Dec 91
NOTE- 15p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Census Figures; *Educational Change; Elementary Secondary Education; Excellence in Education; Identification; *Pilot Projects; Regression (Statistics); *Research Methodology; School Districts; *School Effectiveness; State Surveys; *Urban Schools
IDENTIFIERS- California; Deviant Case Analysis; *Educational Indicators; Outliers; Successful Indicators Study

A deviant case analysis pilot study analyzed California local education agency data to determine the usefulness of regression analysis in predicting change in achievement from 1984 to 1989 and identified outliers or districts that show greater achievement changes than would be expected given changed demographic conditions. This report on the Successful Indicators Study discusses some previously identified statistical and methodological problems associated with the use of regression, presents the findings of the pilot study, and recommends alternative methods for selecting case study sites.

support the need for a clear definition of SBM that considers the vision and needs of the district within the context of each individual school. A bibliography contains 15 entries. (JB)

ED 348 462 UD 028 835

Rosica, Thomas C.
The District's View of Chapter 1 Schoolwide Projects in Philadelphia.
PUB DATE- Apr 92
NOTE- 5p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992). Paper adapted from "Chapter 1 Evaluation: Progress, Problems, and Possibilities" (Constance E. Clayton).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Compensatory Education; Disadvantaged Youth; *Economically Disadvantaged; Educational Change; Elementary Secondary Education; Federal Programs; *Program Effectiveness; Public Schools; *Remedial Programs; *School Based Management; School Districts; *Urban Schools; Urban Youth
IDENTIFIERS- Hawkins Stafford Act 1988; *Philadelphia School District PA

This report describes and evaluates Chapter 1 schoolwide programs in the School District of Philadelphia (Pennsylvania) since the reauthorization of that legislation in 1988. A brief description of the history and philosophy of Chapter 1 legislation and of the Philadelphia district opens the document. This district serves a population that is 77 percent minority and has a 65.4 percent Chapter 1 elementary poverty percentage. A short description of the 1988 reauthorization details changes in and goals of the program. A report on the experience in Philadelphia describes the following: (1) reorganization of the Chapter 1 programs in 1988 to conform to the reauthorization that involved the establishment of the Schoolwide Projects with 103 schools eligible to participate; (2) principles of shared decision-making and school-based management at the core of the reorganization; (3) many schools have opted for remedial programs providing ongoing support in the regular program; (4) some schools have had success with innovative programs; (5) all schools have instruction-based support; (6) schools have school-specific staff development; (7) the program involves ongoing accountability efforts; and (8) there has been improved student achievement over the past 3 years. Keys to success in Philadelphia are described as empowerment of staff and ownership of programs, with local control energizing the staff and principals. Suggestions for the 1993 reauthorization are offered. (JB)

ED 348 463 UD 028 836

Baecher, Richard E.; Cicchelli, Theresa
Forging School-Community Partnerships: A Case Study of School Restructuring for Language-Minority Students.
SPONS. AGENCY- New York State Education Dept., Albany.
PUB DATE- Apr 92
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

functions and polynomials, radicals and complex numbers, quadratic equations, systems of equations, and composite numbers. Topics in the calculus curriculum include: intervals, piecewise defined functions, limits, derivatives, velocity, acceleration, related rates, maxima and minima, and antiderivatives. Appendices include alphabetical lists of the algebra and calculus files. (MDH)

ED 348 225 SE 052 872

Jamski, William D., Ed.
Mathematical Challenges for the Middle Grades from the "Mathematics Teacher" Calendar Problems.
PUB DATE- 91
NOTE- 46p.; For a related document, see ED 322 005.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computation; *Enrichment Activities; Geometry; Intermediate Grades; Junior High Schools; *Mathematical Enrichment; Mathematics Education; *Mathematics Instruction; Mathematics Skills; Number Concepts; Probability; *Problem Solving; *Word Problems (Mathematics)
IDENTIFIERS- *Mathematics Teacher (Journal)

This book presents 129 problems selected from the calendar problem section of the "Mathematics Teacher" to supplement regular mathematics textbook offerings for middle grade teachers and students. The problems are categorized by six topics: (1) Numbers; (2) Computation; (3) "Oldies but Goodies"; (4) Offbeat and Unusual; (5) Geometry; and (6) Probability. In the final section, the solution to each problem and a reference by "Mathematics Teacher" issue is presented. (MDH)

ED 348 226 SE 052 873

Federal Efforts in Science and Mathematics Education. Hearing before a Subcommittee of the Committee on Appropriations, United States Senate, One Hundred Second Congress, First Session. Special Hearing.
PUB DATE- 92
NOTE- 80p.; For the Second Session report, see ED 340 586.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Computer Uses in Education; Curriculum Development; Elementary Secondary Education; Federal Legislation; *Federal Programs; Financial Policy; *Financial Support; Grants; Hearings; Higher Education; *Mathematics Education; Parent Participation; Program Evaluation; *Science Education; Scientific Literacy; Scientific Personnel; State Programs; Teacher Recruitment; Teacher Shortage
IDENTIFIERS- Congress 102nd; *Dwight D Eisenhower Math and Science Educ Program; *Project 2000

This report contains the transcript of a hearing that addressed federal efforts in school science and mathematics education. Included are prepared statements from the subcommittee members and spokespersons for the Office of Science and Technology Policy within the Executive Office of the President, the National Science Foundation, and the Department of Education. Topics and issues discussed in the prepared statements, as well as the accompanying questions and answers, centered on: the goals, strategic objectives, and budget plans of the America 2000 Project; the role and strategy of the National Science

This curriculum guide has been prepared for use by music specialists in the junior high and intermediate schools in New York City. It also can be used in high schools as a supplement to the required music curriculum. Each unit begins with a teacher's guide which outlines the material to be covered, a summary of unit content, the characteristics of the music of that unit, learning areas, and vocabulary. This is followed by a series of lessons for each unit. The areas covered are: (1) popular music (disco and rock); (2) popular Latin American music; (3) grass roots of U.S. music; (4) music for the voice; (5) jazz; (6) music in the theater; (7) music in the concert hall; (8) program music; and (9) makers of music. The appendix includes a discography for the lessons in the guide, six songs with scores and lyrics, and career guidance capsules on nine music related careers. (PPB)

ED 348 244 SO 019 970

Latin American Music in the Secondary School Music Program.
PUB DATE- Apr 81
NOTE- 48p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Applied Music; *Bands (Music); High Schools; Instructional Materials; *Latin American Culture; Music Activities; *Musical Instruments; *Music Techniques; Secondary Education
IDENTIFIERS- Musical Scores; *Rhythm

The inclusion of Latin American music in the secondary school band program may play an important role in affecting student motivation, ethnic identity, intergroup attitudes, and student-teacher relationships. One of the underpinnings of Latin American music is the variety of techniques and exciting rhythms. In this book the rhythms are analyzed and presented so that all students can learn to execute these rhythmic forms successfully. Chapter 1 gives background information on conga drums, timbales, cowbells, bongos, maracas, claves, guiros, and musical notations for the methods of playing and basic rhythms of each. Chapter 2 contains nine lessons designed to develop rhythmic proficiency in the student using cha-cha and merengue styles. Chapter 3 has the scores of an additional merengue and a guaguanco. Chapter 4 develops a unit on Latin American rhythms in a general music class, giving suggested procedures and introductory scores. (PPB)

ED 348 245 SO 020 025

Campbell, D'Ann
Sexual Harassment in Education.
PUB DATE- Dec 86
NOTE- 5p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- College Students; Counseling Services; Females; Higher Education; *Rehabilitation; *Sex Bias; Sex Stereotypes; *Sexual Abuse; *Sexual Harassment; Teacher Student Relationship; *Victims of Crime; *Womens Studies
IDENTIFIERS- *Indiana University Bloomington

In a recent BEST (Bureau of Evaluative Studies and Testing, Indiana University, Bloomington) survey, 10 percent of Indiana prevailing racial status quo. Black women were served almost exclusively in separate branches, and while there were black staff members, there was no black representation on the National Board, nor on city Association boards. Black women undertook to participate effectively within the YWCA and overcame the structural and ideological barriers with which they were faced. By 1920, while its structure was flawed and racially based, the YWCA provided a forum in which black women could talk with white women, and demonstrate their readiness to address issues of class, gender, and race. (DB)

ED 348 265 SO 022 025

Shaw, Larry J.; And Others
What Makes a Good Teacher: Perceptions of Effective and Ineffective Primary Teachers in Botswana, Zimbabwe, and the U.S.
PUB DATE- 17 Mar 91
NOTE- 23p.; Paper presented at the Annual Meeting of the Comparative and International Education Society (35th, Pittsburgh, PA, March 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comparative Education; *Cross Cultural Studies; Developed Nations; Developing Nations; Educational Research; *Education Majors; Elementary Education; Foreign Countries; Higher Education; *International Education; *Student Attitudes; *Teacher Effectiveness; Teaching Skills
IDENTIFIERS- *Botswana; *Zimbabwe

This study examines the idea that a major aspect of improving the effectiveness of schools hinges on obtaining a better understanding of what it is that makes teachers effective. The researchers surveyed university students in Botswana (n=54), Zimbabwe (n=54), and the United States (n=70) who were training to be teachers and asked them what they remembered of their own primary teachers. The study sought to identify characteristics associated with effective and ineffective teachers. The researchers were interested particularly in the extent to which any cross-cultural differences would be revealed in the students' responses. Among the outcomes of the study, it was found that U.S. students tended to place more importance on personality skills as a measure of teacher effectiveness, while students from Botswana and Zimbabwe tended to give greater weight to instructional skills. An 18-item list of references is included. (DB)

ED 348 266 SO 022 026

Scott, Kathryn P.
Constructing and Communicating Knowledge: A Personal Journey.
PUB DATE- 91
NOTE- 23p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Washington, DC, November 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Research; Educational Theories; Higher Education; *Qualitative Research; Social Studies; Social Theories; *Teacher Education; *Teaching Experience; Teaching Methods
IDENTIFIERS- *Reflective Inquiry

These studies of the involvement of women in higher education in China, Nepal, and the Philippines provide a common framework for analysis. Each study is organized around five broad areas: socio-cultural factors, politico-economic factors, ideological factors, legal factors, and infrastructural factors. An analysis of the progress of women's participation in higher education presents, for each country, national statistics on the involvement of women in the higher educational system. An examination of socio-cultural factors affecting female participation in higher education attempts to identify and analyze factors that are inherent components of a social system and that influence women's participation in higher education. Significant policies, programs, and strategies for women's participation in higher education are outlined. An in-depth examination of empirical case studies that investigates the phenomenon of women's participation in higher education against the backdrop of the statistical profiles is discussed. Each study offers conclusions and recommendations. Tables of data appear throughout the studies. (DB)

ED 348 287 SO 022 244

Building Social Work Knowledge for Effective Services and Policies: A Plan for Research Development.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD.
PUB DATE- Nov 91
NOTE- 117p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Development; Educational Policy; Higher Education; Research Administration; Researchers; Research Needs; *Research Opportunities; *Social Science Research; *Social Work

There is a crisis in the current development of research resources in social work. The contributions of practice-relevant research to the knowledge base of social work practice lag far behind the growth of the profession and professional education. This report describes the status of research development in social work, summarizes current issues, and makes recommendations for action in professional education, research career development, research dissemination, a support system for research, and a plan of action for research development. A 31-item list of references is included as are three appendices: (1) Task Force Timeline; (2) Annotated List of Studies; and (3) Work Associations and Interest Groups. (DB)

ED 348 288 SO 022 265

McIntosh, Peggy
Countering the Reactionary Federal Program for Education.
PUB DATE- 86
NOTE- 26p.; Address presented at the Annual Conference of the National Association of Independent Schools (Washington, DC, February 28, 1985).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Philosophy; *Educational Policy;

includes an instructional objective along with a title, topic, time segment, procedures, materials, evaluation, and adaptation. Sample objectives include explaining how heredity and environment work together to affect behavior and explaining what intelligence is and how it is measured. Additional teacher materials, student information sheets, and student activity sheets also are included where applicable. (DB)

ED 348 311 SO 022 534

A Resource File for Social Studies in Utah. Level 10-12: Economics/Free Enterprise.
PUB DATE- 91
NOTE- 371p.; For related documents, see SO 022 522-539.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Economics Education; *Free Enterprise System; Grade 10; Grade 11; Grade 12; High Schools; Learning Activities; *Social Studies; State Curriculum Guides; *Student Educational Objectives; Teaching Methods
IDENTIFIERS- *Utah

This resource file contains information for Utah high school teachers to help their students meet the state's instructional objectives in the elective economics/free enterprise course. Each activity includes an instructional objective along with a title, topic, time segment, procedures, materials, evaluation, and adaptation. Sample objectives include discussing the advantages to business of combining their assets for the purpose of "monopolizing" the market and evaluating the pros and cons of the national debt. Additional teacher materials, student information sheets, and student activity sheets also are included where applicable. (DB)

ED 348 312 SO 022 535

A Resource File for Social Studies in Utah. Level 10-12: Model United Nations.
PUB DATE- 91
NOTE- 249p.; For related documents, see SO 022 522-539.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; Grade 10; Grade 11; Grade 12; High Schools; Learning Activities; *Social Studies; State Curriculum Guides; *Student Educational Objectives; Teaching Methods
IDENTIFIERS- *Model United Nations; *United Nations; *Utah

This resource file contains information for Utah high school teachers to help their students meet the state's instructional objectives in the elective course, Model United Nations. Each activity includes an instructional objective along with a title, topic, time segment, procedures, materials, evaluation, and adaptation. Sample objectives include enumerating and classifying the types of issues, including crisis situations, that are dealt with by the Security Council and defining the philosophy of global interdependece. Additional teacher materials, student information sheets, and student activity sheets also are included where applicable. (DB)

ED 348 313 SO 022 536

Student-Generated Challenges to Instructor's Answers on Tests.
PUB DATE- May 91
NOTE- 13p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (May 4, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Answer Keys; *Convergent Thinking; *Error Correction; *Feedback; Higher Education; Instructional Innovation; Logical Thinking; *Multiple Choice Tests; Scoring Formulas; Self Esteem; *Student Development; *Test Use

Tests are intended to assess performance of students. However, tests can also be used as an educational tool. Current patterns in education have produced a group of students with weak learning skills, limited confidence in their own abilities, an underlying hostility or distrust of the educational system, and an inhibited attitude towards self-help activities. This paper describes a straightforward technique to reduce these patterns. The method called "Challenge" encourages students to engage in self-directed analysis of their mistakes on objective tests. Since there can be genuine disagreement about answers to multiple-choice questions, students are asked to defend their answers on tests in writing by the start of the next class after the test. Credit is given on the basis of the quality of logic or evidence directly stated in the challenge. There are numerous pedagogical and psychological benefits that can result. The method inhibits alienating effects of objective tests and large classes. The process encourages greater student understanding of course content, improves methods of test taking, and enhances conceptual abilities. Self esteem and a sense of personal empowerment may also increase. (Author/LL)

ED 348 335 SP 033 350

Scheetz, L. Patrick; Nash, Ross
Teacher Supply and Demand in Michigan and the United States--1991.
PUB DATE- Jun 91
NOTE- 13p.; For the 1990 report, see ED 327 507.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Elementary Secondary Education; *Enrollment Trends; Higher Education; Minority Group Teachers; Public Schools; School Statistics; *Teacher Distribution; Teacher Retirement; Teacher Salaries; *Teacher Selection; *Teacher Supply and Demand
IDENTIFIERS- *Michigan; United States

This document provides information on teacher supply and demand in Michigan with comparative tables on data for the United States. Charts and graphs depict 1989-1990 hiring practices and describe: (1) follow-up data on teacher education graduates; (2) supply of out-of-state teachers; (3) new teachers hired by category; (4) financing for school systems; (5) demographics--births each year; (6) pupil enrollment; (7) changes in pupil enrollments within other states; (8) total instructional staff--changes for the United States and for individual states; (9) retirements of teachers; (10) demand for teachers--academic majors in demand; (11) relative demand categories; (12) demand for minority teaching candidates; (13) demand for master's degree candidates; (14) other factors influencing hiring such as size of school district; and (15) starting salary averages and average salaries of teachers. Information is provided on a teacher recruitment fair held every April by Michigan teacher preparation institutions. Teachers graduating each year are

DESCRIPTORS- *Attitude Measures; Content Analysis; *Education Majors; Elementary Education; *Field Experience Programs; Higher Education; Journal Writing; *Metaphors; Methods Courses; Personal Narratives; Preservice Teacher Education; Student Teaching; Teacher Educators

This study was conducted to examine the value of analyzing student teachers' metaphors for purposes of early identification of beliefs and teaching orientations. Participants were 2 university professors and 23 female elementary education majors enrolled in a reading/language arts methods course designed as an early field placement. During the first and last class meetings, the students were asked to write a two- or three-paragraph narrative describing their views about teaching and themselves as future teachers; also weekly journal entries were kept. At the end of the semester, pre- and post-semester orientations as documented by metaphors, along with statements from journal entries were coded for content using a metaphor identification and recording system. Results suggest that metaphor analysis can provide university teachers with a quick and early indication of students' teaching orientations, affording an opportunity to plan appropriate course activities and seminars; and it was confirmed that novice teachers' beliefs have a profound influence on teaching practice. Appendixes contain examples of student teachers' metaphors; pre- and post-semester teaching orientations as described by metaphors; journal entries demonstrating an authoritarian or a progressive orientation; and an example of a teacher observation coding system. (LL)

ED 348 354 SP 033 978

Micklo, Stephen J.
Perceived Problems of Public School Prekindergarten Teachers in Florida Related to Demographic Variables.
PUB DATE- Apr 92
NOTE- 94p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Demography; *Discipline Problems; Economically Disadvantaged; Parent Participation; *Preschool Children; Preschool Curriculum; Preschool Education; *Preschool Teachers; Public Schools; *Public School Teachers; State Programs; State Surveys
IDENTIFIERS- *Florida; *Problem Identification; Teacher Problem Inventory; Who Am I Inventory

This study was conducted to identify and validate the work-related problems of public school teachers in Florida's Prekindergarten Early Intervention Program which targets economically at-risk 3- and 4-year olds. The study was designed to answer three questions: (1) What problems are perceived to be most bothersome and occur most frequently? (2) What global areas of concern can be inferred from teachers' perceptions of their problems? and (3) Are there significant relationships between problems reported and teachers' demographics (e.g., age, sex, years of teaching experience, and highest degree earned)? A state-wide sample of 55 teachers was asked to provide descriptions of their biggest classroom problems. A jury of early childhood experts, utilizing four separate instruments for statistical analysis, identified problems that referenced achievement test be administered during April to all pupils enrolled in Arizona public schools, grades one through twelve, in the subjects of reading, grammar and mathematics. The legislation exempts the testing of specified groups of handicapped pupils. A revision of the law passed in 1982 allows the governing board of a school district to exempt pupils who are non-English monolingual or predominantly speakers of a language other than English for up to three years. For 1988, the Arizona State Board of Education adopted three different tests to fulfill this legislative mandate: the Iowa Tests of Basic Skills (ITBS) published by The Riverside Publishing Company for use in grades one through eight; the Stanford Achievement Test (SAT-7) for use in grade nine; and the Stanford Test of Academic Skills (TASK) for use in grades ten through twelve. Both SAT-7 and TASK are published by The Psychological Corporation. For Arizona, pupil scores are reported by subject, subtest and skill at the pupil and classroom levels. Scores are then aggregated to the school, district, county and state levels. A total of 502,009 Arizona pupils was tested during the period of April 4 through April 15, 1988. This is 3,778 more pupils than were tested in 1987. A total of 7,011 pupils who are non-English monolingual or predominant speakers of a language other than English was exempted from testing. This is 541 more pupils than were exempted in 1987. The statewide data reported are based on the performance of the tested pupils who were enrolled in 957 schools in 213 districts. The appendixes provide the 1988 percentile ranks for students in grades one through twelve in reading, language, and mathematics. (AA)

ED 348 373 TM 015 577

Arizona Pupil Achievement Testing Statewide Report, June 1989 and Appendix.
PUB DATE- Jun 89
NOTE- 373p.; Each annual report in this series consists of a "statewide report" and an "appendix" volume.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Achievement Tests; Elementary Secondary Education; Grade Equivalent Scores; *Language Skills; *Mathematics Achievement; National Norms; Public Schools; Racial Differences; *Reading Achievement; School Districts; Scores; Sex Differences; Standardized Tests; *State Programs; Statistical Data; Tables (Data); Testing Programs; *Test Results
IDENTIFIERS- *Arizona State Assessment Programs; Iowa Tests of Basic Skills; Percentile Ranks; Tests of Achievement and Proficiency

For 1989, the ninth year of standardized norm-referenced achievement testing mandated by the Arizona State Legislature, the Arizona State Board of Education adopted the Riverside Basic Skills Assessment Program (RBSAP). According to the RBSAP, the Iowa Tests of Basic Skills are administered to students in grades 1 through 8, and the Tests of Achievement and Proficiency are administered to students in grades 9 through 12. This document reports student scores by subject, subtest, and skill at the school and classroom levels. Scores are then aggregated to the school, district, county, and state levels. In all, 462,944 students from 968 schools in 213 districts were tested in 1989. Arizona students collectively scored in the average range across all subject areas and all twelve grades. In reading, performance was slightly above are some minimum quality criteria that determine the inclusion of a test in the MMY series. The second myth is that each volume represents an exhaustive listing of all commercially available instruments. The purpose of this paper is to document the test identification process that locates tests for review in the MMY series, and to articulate the criteria that these tests must meet to be reviewed in the MMY series. Commercially available English-language tests are eligible. A test that has been listed in one volume will not normally be reviewed again. No minimum standard of quality is applied, and reviewers do not do their own testing, relying instead on information supplied by the publisher. The new publication schedule for the MMY series is explained, and plans for new products are outlined. The MMY series has the potential to be an invaluable resource for instrument identification and critique. Educational researchers need to be informed about the utility of the product. The publication history of the MMY and an explanation of the MMY database are included in table form. (SLD)

ED 348 392 TM 018 815

Lee, Ong Kim; Wright, Benjamin D.
Mathematics and Reading Test Equating.
SPONS. AGENCY- Spencer Foundation, Chicago, Ill.
PUB DATE- Apr 92
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability; Academic Achievement; Achievement Tests; Comparative Testing; *Educational Change; Elementary Secondary Education; *Equated Scores; *Mathematics Tests; *Reading Tests; *Scaling; Urban Schools
IDENTIFIERS- Chicago Public Schools IL; *Iowa Tests of Basic Skills; Logits; Rasch Model; Reform Efforts; *Test Equivalence

As part of a larger project to assess changes in student learning resulting from school reform, this study equates levels 6 through 14 of the mathematics and reading comprehension components of Form 7 of the Iowa Tests of Basic Skills (ITBS) with levels 7 through 14 of the mathematics and reading comprehension components of the CPS90 (another version of the ITBS), using a Rasch analysis. The analysis results in the common calibration of all 1,031 mathematics items found in the 17 levels of the two test forms to define a mathematics variable and all 602 reading items to define a reading variable. Each item in each subject obtains a person-free calibration (in logits) of its own level of difficulty on one common scale linking all items of that subject. The 17 levels of the two tests were successfully equated so that a person taking the CPS90 or Form 7 (or a combination of items from the forms targeted at his or her ability level) will obtain statistically equivalent measures of ability. Logit measures give a more accurate picture of student rate of growth than do grade equivalents, with rates of growth highest at the lower grades and decreasing in the higher grades. Four tables, 13 figures, and 6 references are included. An appendix lists the criterion definitions of variables. (SLD)

ED 348 393 TM 018 836

Goldberg, Gail Lynn; Kapinus, Barbara

(4) "Criminal Justice: Crime in the Black Community"; (5) "Immigrants of African Descent: Status Needs Positive Change"; (6) "Economic Development: Implications for Black Entrepreneurs & Communities"; (7) "Labor/Employment: Improving the Labor Market"; and (8) "Education: Crisis & Opportunity." Brief descriptions of newsworthy New York State programs are included. (FMW)

ED 348 409 UD 027 247

Black Health Issues in New York State: Condition, Prognosis, Prescription. Volume 1, Health.
PUB DATE- Sep 88
NOTE- 239p.; For preliminary reports on this topic, see ED 313 472-473. For related documents, see UD 027 246-253.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Black Mothers; *Blacks; Black Youth; *Economic Factors; *Health Needs; Health Promotion; *Health Services; Infants; Older Adults; *Poverty; State Surveys
IDENTIFIERS- *Access to Health Care; *New York

An examination of the health status of blacks in each phase of the life cycle in New York State indicates a significant discrepancy between the health status of black and white New Yorkers, and a clear link between poverty and poor health. The following life stages were examined and key health issues were identified: (1) prenatal/newborn; (2) infancy; (3) childhood; (4) adolescence; (5) adulthood; and (6) old age. Detailed policy recommendations that emphasize community-based services, manpower needs, and education are suggested for each area. The following summary issues are discussed: (1) early prenatal care, nutrition, and immunization; (2) health and social services to prevent adolescent alienation; (3) preventive health care to combat the six most common causes of death among adults (cancer, cardiovascular disease and stroke, chemical dependency, diabetes, homicide, and accidents); (4) social support services to combat Acquired Immune Deficiency Syndrome (AIDS); and (5) access to health care services for the elderly. Statistical data are included on 14 tables. Summaries of public hearings held in Buffalo and New York City are also included. Brief descriptions of the following programs are appended: (1) New York State teenage pregnancy and parenting programs, 1986; (2) violence prevention strategies; and (3) New York State Office of the Aging (SOFA) policies and programs aimed at elderly blacks. (FMW)

ED 348 410 UD 027 248

AIDS in the Black Community: Programmatic Directions for New York State. Preliminary Report, Human Services Subcommittee. The Governor's Advisory Committee for Black Affairs, Albany. Volume 2, Human Services.
PUB DATE- Jul 87
NOTE- 24p.; For related documents, see UD 027 246-253.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *At Risk Persons; *Black Culture; Blacks; Community Programs; *Cultural Influences; Drug Use; *Health Education; Health Needs; Health Programs; State Programs

NOTE- 39p.; Serial No. J-102-28.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Affirmative Action; Correctional Institutions; Delinquency; *Disadvantaged Youth; Ethnic Bias; Hearings; Inner City; *Juvenile Justice; Law Enforcement; *Minority Groups; Police; *Racial Discrimination; *Social Problems; *Urban Youth; Youth Problems; Youth Programs
IDENTIFIERS- Testimony

The United States Senate's Subcommittee on Juvenile Justice heard testimony on minority overrepresentation in the juvenile justice system and the sentencing of minorities within that system. In particular, the Subcommittee heard testimony from eight witnesses who suggested short- and long-term approaches for helping to eliminate racial bias in the juvenile justice system, as well as the need for more family and community services. Before the witnesses testified, Senator J. R. Biden, Jr., addressed the subcommittee on the pressing nature of the issues. The following witnesses appeared in two panels: (1) T. Cavalier, an apprentice at Youth Development, Inc. (Albuquerque, New Mexico); (2) R. Chavez, the Assistant Executive Director of Youth Development, Inc. (Albuquerque, New Mexico); (3) I. Fulwood, Jr., Chief of Police in Washington (District of Columbia); (4) C. Hunter, a graduate of Kenosha County (Wisconsin) Community-Based Services Program; (5) D. Ramirez, a judge in Denver (Colorado); (6) L. LeFlore of the Institute of Juvenile Justice Administration and Delinquency Prevention (Hattiesburg, Mississippi); (7) C. Williams of the Center for the Study of Social Policy (Washington, District of Columbia); and (8) C. O'Donnell of the Center for Youth Research, University of Hawaii (Honolulu, Hawaii). The witnesses described their personal experiences either as minority individuals in the juvenile justice system or as workers within the system and made suggestions for change and correction. (JB)

ED 348 428   UD 028 783

Fife, Brian L.
Desegregation in American Schools: Comparative Intervention Strategies.
PUB DATE- 92
NOTE- 217p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Affirmative Action; Busing; Comparative Analysis; Desegregation Effects; Desegregation Litigation; *Desegregation Methods; Desegregation Plans; Elementary Secondary Education; Magnet Schools; *Public Schools; Racial Discrimination; *School Desegregation; School Districts; Voluntary Desegregation
IDENTIFIERS- *Mandatory Programs

This book presents the findings of a study of school desegregation strategies conducted in order to examine which of the various approaches to school desegregation most effectively reduce the level of segregation in public schools. The first two chapters look at school desegregation since the 1950s and mandatory versus voluntary desegregation strategies. Chapter 3 provides a descriptive analysis of the desegregation plans implemented in each of the 20 school districts in the study including brief historical backgrounds, desegregation techniques, implementation years, racial composition goals, and the sources of the desegregation plans. This chapter also

Focus is on developing indicators of conditions and programs within a metropolitan school district that predict success. Data from the 1980 Census, the 1989-90 California Basic Education Data System, and the California Assessment Program tests for the school years 1984-85 through 1989-90 are used. Reading and mathematics scores for grades 3, 6, and 8 from 1984-85 to 1989-90 were used. The findings indicate that the regression procedure has not helped identify local education agencies that are doing well and that have experienced large changes in the demographic conditions under which they operate. Use of a combination of qualitative and quantitative methods is recommended to identify successful local education agencies. Included are six tables and two graphs. (RLC)

ED 348 445   UD 028 814

Dianda, Marcella R.
Adaptation and Implementation of Success for All: Progress Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Oct 91
NOTE- 49p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Bilingual Education Programs; *Compensatory Education; *Disadvantaged Youth; English (Second Language); High Risk Students; Hispanic Americans; *Limited English Speaking; *Minority Group Children; Primary Education; Program Development; Program Implementation; Reading Programs; School Restructuring; Spanish; *Spanish Speaking; *Urban Schools
IDENTIFIERS- Progress Reporting; *Riverside Unified School District CA; Success for All Program

The Southwest Regional Laboratory (SWRL) is adapting Success for All, a prominent early-elementary school program for at-risk minority youths, for use with disadvantaged limited English proficient students whose primary language is Spanish. The Johns Hopkins University Center for Research on Effective Schooling for Disadvantaged Students is collaborating with the SWRL and the Riverside (California) Unified School District (RUSD) in adapting, implementing, and evaluating Success for All in a low-achieving disadvantaged elementary school with mostly Hispanic American students. The program strives to prevent learning deficits through a comprehensive approach that emphasizes early education, improvement in instruction and curriculum, and intensive intervention at the earliest possible stage when deficits first surface. The program includes the following: (1) English and Spanish reading tutors; (2) English and Spanish reading programs; (3) 8-week assessments administered in English and Spanish; (4) English and Spanish preschool and kindergarten programs; (5) a family support team; (6) an on-site Success for All facilitator; (7) grade-level teacher teams; and (8) a building advisory committee. The first year, 1991-92, is a phase-in year for Success for All, with full program implementation planned for 1992-93. This report describes accomplishments to date in the RUSD. Phase-in activities focused on implementing selected Success for All curricular components and key organizational features such as a school-based program facilitator. Joint activities of the SWRL and the Hopkins Center include development of Spanish Success for All materials and staff development. Included are 8 tables; 28 references; and an appendix containing 2 tables, a list of 50 Spanish Storytelling and Retelling (STaR) titles, and a STaR Program description. (RLC)

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Students; Case Studies; *College School Cooperation; Disadvantaged Youth; *Dropout Prevention; *Economically Disadvantaged; Elementary Education; Higher Education; Hispanic Americans; Limited English Speaking; Parent Participation; *Program Effectiveness; Public Schools; *School Community Relationship; School Restructuring; Urban Schools; Urban Youth
IDENTIFIERS- Afro Americans; Fordham University NY; *Language Minorities; New York City Board of Education; *Partnerships in Education

A case study was done of the Stay-in-School Partnership (SSP) between Fordham University (Bronx) and New York City Public School Districts in East Harlem and the South Bronx with high minority student concentrations. In particular, 3 to 5 elementary schools participated, including 120 children spanning kindergarten through grade 5 and their parents (24 percent African American and 66 percent Hispanic American). The case study was done in the program's sixth year. It sought to specify successful dropout prevention practices and strategies; examine the short- and long-term effects yielded from attendance records, educational achievement in reading, global self-esteem measures, adequacy of child care, and levels of social services; and refine the model for restructuring. Results include the following: (1) absenteeism steadily decreased from a mean of 41 days in 1986 to 21 days at the end of 1991; (2) home conditions of at-risk children were found to be "neglectful"; (3) there was variability across sites in self-esteem data; (4) there was significantly increased parental involvement; and (5) special education referral rate changes were positive. Overall, the program was found to be a unique initiative that sought to reduce children's risk of failure and, within that context, represents a viable option for school restructuring. Included are 3 figures, 7 tables, and 10 references. (JB)

ED 348 464 UD 028 837

Bempechat, Janine
Fostering High Achievement in African American Children: Home, School, and Public Policy Influences. Trends and Issues No. 16.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 92
NOTE- 60p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Achievement; Black Achievement; *Black Students; Community Influence; *Educational Environment; Elementary Secondary Education; *Family Influence; High Achievement; *Minority Group Children; Parent Participation; Private Schools; *Public Policy; Public Schools; Racial Factors; School Desegregation; School Role; Teacher Influence
IDENTIFIERS- *African Americans

This monograph reviews the literature in three key domains (home, school, and public policy), each of which appears to foster achievement in African American children. Three core sections comprise this review. The first section looks at the research on family influences, including socioeconomic factors, the socialization of achievement, the influence of parental attitudes, and student individual differences. The second

Foundation in education activities and human resource utilization; and the status of and support for the Eisenhower Mathematics and Science Program. (JJK)

ED 348 227 SE 052 876

Randhawa, Bikkar S.; And Others
Gender Similarities in a Structural Model of Mathematics Achievement.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 5 Mar 92
NOTE- 33p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Algebra; *Attribution Theory; Causal Models; Grade 12; High Schools; High School Seniors; *Mathematics Achievement; Mathematics Education; Questionnaires; Secondary School Mathematics; *Self Efficacy; *Sex Differences; *Structural Equation Models; *Student Attitudes

Previous research has provided support for the mediating role of self-efficacy between independent attitude variables and dependent performance measures. However the existence of a confirmatory model, that can be generalized over both males' and females' measures of attitudes, perceived self-efficacy, and achievement levels, has not yet been reported. The study reported here was an attempt to propose a simple structural model involving mathematics achievement accompanied with tests of its robustness and generalizability to both sexes. Participants included 117 male and 108 female students from 12th grade algebra classes. who were administered the Mathematics Achievement Test (MAT) and the following three rating scales: the Mathematics Self-Efficacy Scale (MSES), the Mathematics Attitude Inventory (MAI), and the Mathematics Attitude Survey (MAS). Course grades, as assigned by the teachers, were also used as an independent variable. LISREL analyses specified mathematical self-efficacy as a significant mediator between measures of mathematical attitude and mathematics achievement with an excellent goodness-of-fit statistic for both males and females. (31 references) (JJK)

ED 348 228 SE 052 903

Zuckerman, June T.
A Meaningless but Nonalgorithmic Solving Course: Solving a Graphing Problem about Osmosis by Analogy
PUB DATE- Mar 92
NOTE- 34p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Boston, MA, March, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Algorithms; Biology; *Cognitive Processes; *Conceptual Tempo; High Schools; High School Students; Knowledge Level; Mathematics Education; *Prior Learning; *Problem Solving; Science Education; Secondary School Science
IDENTIFIERS- *Conceptual Approach; Graphing (Mathematics); *Procedural Reasoning

Various researchers have associated meaningful problem solving with methods guided directly by a conceptual knowledge base. By

University women who responded had experienced some form of sexual harassment. Sexual harassment in education is any attention of a sexual nature from an instructor or professor which makes a student uncomfortable in class or in the teacher-student relationship, interferes with the student's ability to do classwork, or has an impact on grades received or opportunities for academic advancement. As an assertion of power, sexual harassment reinforces the notion that a woman who values her psychological and physical integrity must limit the range of her educational choices by staying out of non-traditional, male-dominated fields, and having her behavior conform to the stereotypical expectations of male authority figures. The impact of sexual harassment and sex discrimination is discussed, and methods of resolution, including counseling, are explored. In a related article, Nancy Brooks presents a summary of information on students and sexual assault. One in every three women will be assaulted during her lifetime. There are currently no statistics to document the number of sexual assaults on the seven Indiana University campuses, primarily because most go unreported to police departments. Suggestions for helping victims of sexual aggression are presented, as are the symptoms of Rape Trauma Syndrome, which occurs frequently in victims. Survival is not easy, but professional assistance can make the difference. Agencies that provide help are identified. (GEA)

ED 348 246 SO 020 086

Baldwin, Harriet; Ross-Larson, Bruce, Ed.
Tackling Poverty in Rural Mexico: A Case Study of Economic Development. Toward a Better World Series, Learning Kit No. 4.
PUB DATE- 81
NOTE- 136p.; Sound filmstrip is not included but is available with kit from The World Bank.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Case Studies; Curriculum Enrichment; *Developing Nations; *Economic Development; Economics Education; Foreign Countries; Instructional Materials; Learning Modules; Living Standards; *Poverty; Poverty Areas; Poverty Programs; *Rural Development; *Rural Economics; Rural Farm Residents; Secondary Education; Social Studies
IDENTIFIERS- Irrigation Systems; *Mexico; Mexico (Puebla)

This World Bank (Washington, D.C.) kit is a case study designed to teach secondary school social studies students about an integrated rural development project in Mexico, and how it is helping to raise the standard of living for six million Mexicans in 131 microregions throughout Mexico. The kit contains a pamphlet, a booklet, a sound filmstrip, and a teacher's guide. The pamphlet, "Economic Summary: Mexico," provides students with an introduction to the economic situation in Mexico, noting its rich endowment of natural resources, the relatively advanced state of its economy, and the need for helping the rural poor. The booklet, "Tackling Poverty in Rural Mexico," examines the Mexican economy by focusing on the living conditions of small farmers and their families. Students are introduced to farmers in a poor village and examine changes that take place when they build an irrigation system and learn to use new farming methods. The

This paper offers reflections on personal beliefs and practices used to construct and communicate knowledge about social studies teaching and learning with preservice elementary teachers. The paper draws upon one person's personal experiences, student journals, student interviews, course documents, field notes, and audio tapes of an instructor. The paper focuses as much on the process of the inquiry as it does on the findings of the inquiry. Specific incidents from a teacher's teaching are described to illustrate four beliefs and practices about knowledge generation: (1) given or received knowledge to apply directly to teaching and learning; (2) multiple knowledge balanced according to context and purpose; (3) constructed knowledge drawn from experience; and (4) knowledge as problematic or uncertain. These findings are discussed considering the development of reflection in university teacher educators and the implications for preservice teachers. A 29-item list of references is included. (DB)

ED 348 267 SO 022 033

Mattingly, Robert M.; VanSickle, Ronald L.
Cooperative Learning and Achievement in Social Studies: Jigsaw II.
PUB DATE- 91
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Cooperative Learning; Foreign Countries; Grade 9; High Schools; Learning Activities; *Learning Strategies; Small Group Instruction; *Social Studies; Student Educational Objectives; *Teaching Methods
IDENTIFIERS- *Jigsaw II

Cooperative learning generally refers to students working together to achieve academic objectives and the instructional procedures that structure the students' collaborative efforts. Jigsaw is a cooperative learning model that involves small gruops of 5-6 students teaching each other subject matter about which they have become "experts" with success dependent upon student cooperation. Previous studies have shown Jigsaw to be an ineffective cooperative technique. In this study, a variation of Jigsaw called Jigsaw II was used to see if the modified version would produce superior academic results when compared to a more conventional whole-class instructional process. Two ninth grade geography classes at a U.S. Department of Defense high school in Germany were the treatment groups. The two classes were assigned randomly to Jigsaw II (n=23) and to conventional, whole class (n=22) instructional treatments. Based on pretest and posttest results, the study concluded that superior academic achievement may be reached through proper employment of Jigsaw II. Two instructional conditions must be met for small group cooperative learning to be consistently effective. First, students in a learning group must work toward a group goal and reward that can be achieved only if they work together cooperatively. Second, students must be publicly accountable to their peers for their individual contributions to the achievement of the group's goal. A 19-item list of references is included, and two resources for teachers interested in cooperative learning techniques are suggested. (DB)

ED 348 268 SO 022 039

Gallin, Alice, Ed.; Gallagher, Paul J., Ed.

Elementary Secondary Education; Federal Government; *Federal Programs; Feminism; *Political Influences; Politics; *Role of Education; Sex; Sex Bias; Sex Differences; Sex Role
IDENTIFIERS- *Reagan Administration

This conference address, which originally concerned "gender issues in the schools," was modified at the last minute to contain arguments that counter and criticize a federal program for education put forth by President Ronald Reagan in a speech delivered earlier at the same conference, and the text of which is included here. The key themes within the President's five-point program were choice, teachers, curriculum, setting, and parents. This countering address argued that President Reagan's program was an attempt to use education to perpetuate the existing status quo and continue the marginalization of women, blacks, and other groups traditionally lacking in power. The countering address also presented a theoretical framework in which to see gender issues in education. The framework centered on the idea that society and the human psyche have been artificially divided into competitive and collaborative functions, and that these functions have caused gender roles and public institutions to become deeply flawed. A theory for revisualizing the history curriculum, and the study of women within it, is outlined and discussed. (DB)

ED 348 289 SO 022 274

Richmond, Julie A.; And Others
Piecing Together the Roman Empire: A Story of Discovery and Triumph.
PUB DATE- 92
NOTE- 84p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Ancient History; *Instructional Materials; Intermediate Grades; Junior High Schools; *Middle Schools; Social Studies; *Student Projects; Teaching Methods
IDENTIFIERS- *Roman Empire

This story, written by middle school students and their teacher at Kingsbury School in Michigan, concerns the Ancient Roman Empire and is designed to be used to teach other middle school students. The story depicts a quest to reconstruct the Roman Empire from its beginnings as Ancient Italy, as a republic in the sixth century B.C., to the height of the Empire in 117 A.D., and to Byzantium in 330 A.D. A physical reconstruction takes place as students journey through time with imaginary peers, searching for pieces of the puzzle that will put together an ancient geographical map representing the Roman Empire. Students participate in activities and adventures with ancient figures such as Romulus and Remus, Hannibal, Julius Caesar, Philip of Macedon, and Constantine. A bibliography, a list of suggested activities, and the maps to be used with the story are included. (DB)

ED 348 290 SO 022 296

Francis, Leslie Pickering; And Others
The Humanities and the Art of Public Discussion, Volume 3. Essays and Commentaries on Freedom of Expression, America's Role in the World, and U.S. Energy Policy.
PUB DATE- 91

A Resource File for Social Studies in Utah. Level 10-12: Sociology.
PUB DATE- 91
NOTE- 265p.; For related documents, see SO 022 522-539.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; Grade 10; Grade 11; Grade 12; High Schools; Learning Activities; *Social Studies; *Sociology; State Curriculum Guides; *Student Educational Objectives; Teaching Methods
IDENTIFIERS- *Utah

This resource file contains information for Utah high school teachers to help students meet the state's instructional objectives in the elective sociology course. Each activity includes an instructional objective along with a title, topic, time segment, procedures, materials, evaluation, and adaptation. Sample objectives include identifying examples of role conflicts and hypothesizing how they could be resolved; and defining culture and explaining why the concept of culture is important to sociologists. Additional teacher materials, student information sheets, and student activity sheets also are included where applicable. (DB)

ED 348 314 SO 022 537

A Resource File for Social Studies in Utah. Level 10-12: World Cultures.
PUB DATE- 91
NOTE- 216p.; For related documents, see SO 022 522-539.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; Foreign Culture; *Global Approach; Grade 10; Grade 11; Grade 12; High Schools; Learning Activities; *Social Studies; State Curriculum Guides; *Student Educational Objectives; Teaching Methods
IDENTIFIERS- *Utah

This resource file contains information for Utah high school teachers to help students meet the state's instructional objectives in the elective world cultures course. Each activity includes an instructional objective along with a title, topic, time segment, procedures, materials, evaluation, and adaptation. Sample objectives include explaining the role geography plays in determining the customs and cultures of a people and explaining that there are many different and valid interpretations of world history. Additional teacher materials, student information sheets, and student activity sheets also are included where applicable. (DB)

ED 348 315 SO 022 538

A Resource File for Social Studies in Utah. Level 10-12: Law Related Education.
PUB DATE- 91
NOTE- 348p.; For related documents, see SO 022 522-539.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; Grade 10; Grade 11; Grade 12; High Schools; *Law Related Education; Learning Activities;

advised to: broaden the scope of geographical considerations; develop additional certification endorsements in high-demand academic majors; agree to supervise several extracurricular activities; and extend coaching options. (LL)

ED 348 336 SP 033 722

Buckley, Pamela K.; And Others
Four Models of Clinical Supervision in Virginia.
PUB DATE- Nov 91
NOTE- 21p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (16th, Houston, TX, November 22-26, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Clinical Supervision (of Teachers); College School Cooperation; *Cooperating Teachers; Elementary Secondary Education; Higher Education; Incentives; *Inservice Teacher Education; Pilot Projects; *Program Effectiveness; Program Evaluation; *Student Teaching; Teacher Selection
IDENTIFIERS- *Virginia

The Virginia State Department of Education funded four, 3-year pilot clinical faculty programs to provide training and compensation to cooperating teachers for the purpose of improving the supervision of student teachers. Two of the programs which received grants were collaborative projects: partners Virginia Tech University and Hollins College and partners Hampton University and Christopher Newport College. The other two programs were coordinated by the University of Virginia and Lynchburg College. This evaluative report indicates that the four pilot clinical models demonstrated the importance of providing extensive supervisory training to qualified classroom teachers, recognition for their expertise, and appropriate compensation. The study indicates that the clinical faculty programs improved the quality of the student teaching experience at the participating institutions. Although there were differences among the programs, all four of the pilot clinical faculty models were effective. A summary of the findings focuses on the following topics: selection, training, and rewarding of teachers; how pilot model funds solved problems in recruiting and training cooperating teachers; impact of the clinical faculty model on school divisions; and similarities and differences among the models. Appendices include: outlines of each program's goals, objectives, and outcomes; a description of program components; and a copy of the "Clinical Faculty Questionnaire" used in conducting the study. (IAH)

ED 348 337 SP 033 872

Partridge, Susan
Teaching Children, Including LD's, in This High-Tech Age.
PUB DATE- 91
NOTE- 16p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computer Assisted Instruction; Courseware; Educational Change; Educational Environment; *Educational Technology; Elementary Secondary Education; Equal Education; *Learning Disabilities; Teaching Methods

occurred significantly more frequently than others. Global concerns were expressed in the following areas: (1) control and discipline; (2) parent relationships and home conditions; and (3) the prekindergarten program. Other factors included student success, time management, rapport with colleagues and students, and facilities. No significant relationships were found between problems and specific demographic variables. Two appendixes incorporate documents utilized in the generation and validation phases of this study. (LL)

ED 348 355 SP 033 979

Byra, Mark; Coulon, Stephen C.
Preservice Teachers' Inclass Behaviors: The Effect of Planning and Not Planning.
PUB DATE- Apr 92
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Feedback; Higher Education; *Instructional Development; *Intentional Learning; Interaction Process Analysis; Intermediate Grades; Learning Strategies; *Lesson Plans; Physical Education; Preservice Teacher Education; *Student Teachers; Task Analysis; *Teacher Effectiveness
IDENTIFIERS- Preservice Teachers

This study compares and contrasts the effects of planning on the instructional behaviors of a group of preservice teachers across two teaching conditions, a plan condition and a no-plan condition. Twelve preservice teachers each taught two 25-minute lessons to classes of 7 or 8 fourth-, fifth-, or sixth-grade learners. Lesson plans were developed for the first lesson (plan condition), but not the second (no-plan condition). All lessons were videotaped and subsequently employed in the data analyses. Three data collection instruments were used for the analysis of selected teaching behaviors. Results suggest that planning has a positive effect on some preservice teachers' teaching behaviors. Learners taught in planned lessons spent less time in noninstructional aspects of activity, less time waiting their turn, and less time being off-task during activity time. Teachers were more attentive to the actions of learners during pre-task presentations, and provided specific corrective feedback that was congruent to the skill focus of the lesson more frequently during post-task presentations. For teachers-in-training it seems that planning is important to the employment of effective teaching behaviors in the interactive teaching environment. (Author/LL)

ED 348 356 SP 033 980

Dupuis, Mary M., Ed.
Tradition and Reform in Teacher Education. Monograph 6.
PUB DATE- Jun 92
NOTE- 138p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; American Indians; *Beginning Teachers; Early Childhood Education; Elementary Secondary Education; Higher Education; Innovation; Majority Attitudes; Minority Groups; Multicultural Education;

national averages for grades 7 through 11. Arizona average grade equivalents were above the national average in language in grades 2, 7 through 9, and 11. Mathematics performance was above the national average in grade 2. Females tended to outscore males in reading and language, with males somewhat higher in mathematics in grades 9 through 11. White and Asian/Pacific Islander students generally scored above national averages while Black and Hispanic students were below the national average. Fifteen bar graphs and 37 tables present the Arizona student achievement data. The appendixes provide the 1989 percentile ranks for students in grades 1 through 12 in reading, language, and mathematics. (SLD)

ED 348 374   TM 015 706

Arizona Pupil Achievement Testing Statewide Report, June 1990 and Appendix.
PUB DATE- Jun 90
NOTE- 404p.; Each annual report in this series consists of a "statewide report" and an "appendix" volume.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Achievement Tests; Elementary School Students; Elementary Secondary Education; Grade Equivalent Scores; Graphs; *Language Skills; *Mathematics Achievement; Norm Referenced Tests; *Reading Achievement; School Districts; Secondary School Students; Standardized Tests; *State Programs; Statistical Data; Tables (Data); Testing Programs; *Test Results
IDENTIFIERS- *Arizona State Assessment Programs; Iowa Tests of Basic Skills; Percentile Ranks; Tests of Achievement and Proficiency

April 1990 marked the tenth year of the effort mandated by the Arizona State Legislature to assess student performance through nationally standardized norm-referenced achievement testing in reading, grammar, and mathematics for students in grades 1 through 12. This was the sixth year the Iowa Tests of Basic Skills were administered to students in grades 1 through 8 and the second year the Tests of Achievement and Proficiency were administered to students in grades 9 through 12. Student performance across all grades and statewide performance within grade are summarized for 469,601 students enrolled in 985 schools in 214 districts. Gender, racial, and ethnic differences are also identified. Only representative samples of students were tested in grades 1 and 12. Arizona students collectively scored in the average ranges in reading, language, and mathematics across all grades based on 1987-88 national norms. In 33 comparisons with state data from the previous year, 19 areas showed growth, two remained the same, and 12 declined. Twenty-six bar graphs and 37 tables contain the test results. The appendixes provide the 1990 percentile ranks for students in grades 1-12 in reading, language, and mathematics. (SLD)

ED 348 375   TM 017 305

Proceedings of the 1989 IPMAAC Conference on Personnel Assessment (13th, Orlando, Florida, June 18-22, 1989).
PUB DATE- Jun 89
NOTE- 254p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.

Problematic Responses to Reading Performance Assessment Tasks:
Sources and Implications.
PUB DATE- 3 Apr 92
NOTE- 32p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Testing; Elementary Education; Elementary School Teachers; *Evaluators; Questionnaires; Reading Tests; *Response Style (Tests); *Scoring; State Programs; Student Evaluation; *Test Construction; Testing Problems; Testing Programs
IDENTIFIERS- *Maryland School Performance Assessment Program; Open Ended Questions; *Performance Based Evaluation

The Maryland School Performance Assessment Program (MSPAP) is a relatively new, statewide performance assessment of students in grades 3, 5, and 8. When first administered in May of 1991, the MSPAP included a battery of performance assessment tasks designed to generate written or drawn responses to reading texts. This study evaluated selected reading activities, responses, and scoring apparatuses to improve performance task development and scoring strategies for future MSPAP editions and for other assessments using constructed responses. Focus was on identifying discrepancies between the range of responses anticipated when activities were developed and the actual response behaviors triggered by some activities, problems inherent in the activities themselves, and problems resulting from a mismatch between responses and the scoring apparatus that had been developed to characterize the range of performance on particular activities. Two major test forms in reading/writing/language usage administered in grades 3, 5, and 8 were studied. Each test form contained approximately 26 brief open-ended questions and 1 extended question that yielded a more developed response to be scored for reading, writing, and language usage. Questionnaire data on these 2 test forms were collected from all 12 teams of trained Maryland teachers serving as readers (N=123). Across the test forms examined, contextual errors (those triggered by the discrepancies between classroom and testing contexts) were rare. A seven-item list of references is included. The readers' questionnaire and scoring rubrics are appended. (RLC)

ED 348 394 TM 018 850

Slattery, Monica
AIDS Education--What Should We Be Evaluating?
PUB DATE- Apr 92
NOTE- 28p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Disease Control; Educational Assessment; Educational Theories; Elementary School Students; Elementary Secondary Education; *Epistemology; Evaluation Criteria; Foreign Countries; *Health Education; Health Programs; Interviews; *Knowledge Level; *Program Evaluation; Questionnaires; Secondary School Students; Teacher Attitudes
IDENTIFIERS- Australia (Victoria); *Knowledge Acquisition; Student Surveys

A rationale for determining what evaluations of AIDS education programs should assess is outlined. The rationale is based in: educational theory with a distinction made between knowing and

IDENTIFIERS- *Community Based Education; *New York

There is a critical need for culturally appropriate community-based services in the black community to stop the spread of Acquired Immune Deficiency Syndrome (AIDS) and to support those with the disease. AIDS is a priority health and social services issue for black New Yorkers, affecting not only individual men and women but whole families. However, the traditional approaches to health service delivery and outreach used by successful organizations like the Gay Men's Health Crisis are culturally incompatible with the black community. The majority of blacks contract AIDS either directly or indirectly through intravenous drug use. Many heterosexual blacks do not realize that they are at risk for AIDS due to the public perception that AIDS is limited to gay white males. Recommendations for State programs in the following areas are outlined: (1) residential drug treatment centers; (2) health care; (3) representation, funding, and professional development for existing community-based services; (4) culturally appropriate approaches to education; (5) education of black women about the risks; (6) foster care for black children with AIDS and drug-using parents; (7) social service delivery; and (8) housing for persons with AIDS. (FMW)

ED 348 411 UD 027 249

Crime and the Black Community. An Assessment of the Impact of Selected Criminal Justice Issues in New York State. Report of the Criminal Justice Subcommittee. Volume 3, Criminal Justice.
PUB DATE- Dec 87
NOTE- 90p.; For related documents, see UD 027 246-253.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Blacks; Crime; *Crime Prevention; *Police Action; Police Community Relationship; *Racial Bias; State Legislation; State Surveys; *Victims of Crime; *Violence
IDENTIFIERS- *New York

Racially motivated and/or targeted violence is a priority criminal justice issue for New York State. Racially motivated violence occurs when the perpetrator's intent or conscious objective is to injure a person or his property because of the person's racial identity. The following factors may explain the occurrence and recent increase in racial violence: (1) poor racial relations; (2) depressed economic conditions; and (3) specific disputes, such as school desegregation. Although no uniform nationwide system for reporting acts of racially motivated violence currently exists, it is clear that blacks have been disproportionately victimized. Police violence against blacks, specifically the use of deadly or excessive force, fosters ill will in the black community and encourages retaliatory violence. Recommendations for State policies and programs are suggested in the following areas: (1) black representation in police departments; (2) crime prevention strategies; (3) employment; (4) education; (5) drugs; (6) domestic violence; (7) handguns; (8) community-based anti-crime initiatives; and (9) prison overcrowding. A list of 56 references is appended. (FMW)

ED 348 412 UD 027 250

Status Needs Positive Change. Report of the Subcommittee on the Immigrant Community of African Descent. Volume 4, Immigrants of African Descent.

provides a new classification scheme for measuring the relative impact of desegregation interventions. Chapter 4 presents the study's hypothesis, data collection methods, research design, analysis, and interpretation of results. This chapter concludes that the analysis demonstrates that the most coercive desegregation techniques desegregate school districts best and the goal of desegregation is most successfully met when whites are coerced into desegregation by school districts. Chapter 5 addresses the question of which desegregation plans result in more white migration away from public schools. Chapter 6 presents a summary and a look at models for policy formation. Included are 1 figure, 12 tables, and 281 references and cited court cases. (JB)

ED 348 429 UD 028 784

Witte, John F.
Milwaukee Parental Choice Program. First Year Report.
SPONS. AGENCY- Spencer Foundation, Chicago, Ill.; Wisconsin Univ., Madison. Robert M. LaFollette Inst. of Public Affairs.
PUB DATE- Nov 91
NOTE- 69p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Economically Disadvantaged; *Educational Vouchers; Elementary Secondary Education; Family Characteristics; *Low Income Groups; Middle Schools; Outcomes of Education; *Parent Participation; Private School Aid; *Private Schools; Program Administration; *Program Effectiveness; Program Evaluation; *School Choice; Student Characteristics; Urban Schools
IDENTIFIERS- *Milwaukee Public Schools WI

A preliminary evaluation and report were conducted of the Milwaukee (Wisconsin) Public Schools' (MPS) Parental Choice Program (PCP) following its first year of operation. The state legislated program provides an opportunity for students meeting specific criteria to attend private, non-sectarian schools in Milwaukee. A payment from public funds equivalent to the MPS per-member state aid (approximately $2,500 in 1990) is paid to the private schools in lieu of tuition for the student. The evaluation provided an analysis of the families and students who participated in the PCP, a description and an analysis of the schools in the program, a preliminary analysis of program outcomes, and recommendations to amend the statute and administrative rules. Some of the evaluation's findings in those areas are the following: (1) the program appeared to satisfy the intent of offering low-income families a choice other than the public schools for their children's education; (2) of the 7 private schools which enrolled 341 students, one closed in the middle of the school year due to severe difficulties; (3) preliminary outcomes after the first year were mixed and showed that achievement test scores did not register dramatic gains while student attendance, parental attitudes, and parental involvement were all positive; and (4) 5 recommendations were offered to improve information available to parents and accountability by parents. Included are 20 tables and 3 appendixes with achievement test score measures and 10 tables. (JB)

ED 348 430 UD 028 785

Shoho, Alan R.
An Historical Comparison of Parental Involvement of Three Generations of Japanese Americans (Isseis, Niseis, and Sanseis)

ED 348 446 UD 028 815

Castaneda, Lillian Vega
Site Descriptive Protocols of Programs for Ethnolinguistically Diverse Classrooms.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Apr 92
NOTE- 89p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bilingual Education Programs; *Disadvantaged Youth; Effective Schools Research; Elementary Secondary Education; English (Second Language); Excellence in Education; High Risk Students; *Limited English Speaking; *Minority Group Children; Multicultural Education; *Program Descriptions; *School Districts; School Statistics; *Special Needs Students; Urban Schools
IDENTIFIERS- *Language Minorities

The Southwest Regional Laboratory's Metropolitan Educational Trends and Research Outcomes (METRO) Center processed 17 descriptions of exemplary sites that addressed the needs of language minority, limited English proficient students. Data were collected regarding program features; schools' and districts' size, geographic location, grades served, number of classes involved, and languages spoken; school organization; instructional leadership; school climate; student characteristics and performance; instructional features; and support components. This report provides descriptive data, in the form of survey item responses, for the following six sites and programs that were found to have the most comprehensive documentation and support data: (1) the Irvine (California) Unified School District's Pre-School Program; (2) the Nogales (Arizona) High School Comprehensive Bilingual Program; (3) the San Diego (California) City Schools' Central Elementary School (a school restructuring process for all children); (4) the Glendale (California) Unified School District's Sheltered English Approach (an academic excellence program); (5) the Irvine (California) Unified School District's Sheltered English Program at the Secondary Schools; and (6) the San Diego (California) City Schools' Linda Vista Elementary School. These programs successfully address the needs of ethnically, linguistically, and culturally diverse students. (RLC)

ED 348 447 UD 028 816

Mac Iver, Douglas J.
Motivating Disadvantaged Early Adolescents To Reach New Heights: Effective Evaluation, Reward, and Recognition Structures.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 92
NOTE- 29p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Adolescents; *Disadvantaged Youth; High Risk Students; *Incentives; Junior High Schools; Junior High School Students; Low Achievement; Middle Schools; *Program Effectiveness; Program Evaluation; Recognition (Achievement); *Rewards; Student Evaluation; *Student Motivation; Urban Schools
IDENTIFIERS- *Baltimore City Public Schools MD; Incentives for

section concerns school influences; and it covers: private Catholic schools, private non-sectarian schools, independent alternative schools, public schools, exemplary programs, and successful instructional techniques. The third section is on public policy influences; and it discusses: racial desegregation, social class integration, the effects of desegregation on minority college attendance, relative achievement at predominantly white versus black colleges, the effects of desegregation on career success, and black support for desegregation. A final section presents summary and conclusions including some of the following observations: (1) African American children benefit academically from home environments that are supportive of cognitive development and academic pursuits; (2) parenting programs that focus in part on parental teaching strategies and on how to organize homes around learning would be fruitful; (3) African American children achieve in welcoming schools with high expectancies; and (4) teachers, parents, and communities must be oriented toward shared achievement goals. Included are 118 references. (JB)

ED 348 465 UD 028 838

Hanson, Katherine
Teaching Mathematics Effectively and Equitably to Females. Trends and Issues No. 17.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 92
NOTE- 45p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Affirmative Action; Discourse Modes; Elementary Secondary Education; *Equal Education; Family Influence; *Females; Mathematics Achievement; Mathematics Education; *Mathematics Instruction; *Sex Bias; Sex Differences; Sex Discrimination; Teacher Influence
IDENTIFIERS- Mathematical Ability; Mathematics Participation

This monograph looks at mathematics education today in the United States, particularly at how girls are treated in mathematics education in order to identify ways to increase female interest and achievement in mathematics. The first section of the review describes the current status of females in mathematics education including achievement history and trends, trends in higher education, and current gender research. The second section looks at the research on student gender differences covering learning styles and classroom behavior, attitudes toward mathematics learning, mathematics course taking, and social expectations. A third section covers educational issues of discourse, curriculum content and orientation, teacher attitudes and behaviors, and classroom organization and teaching methods. A final section of conclusions and recommendations notes that: (1) mathematics education takes place in a cultural context that educators can begin to consciously change to better respond to the education of girls; and (2) new research and practical applications can be useful in exploring ways to change mathematics education discourse patterns to include females. Also offered in this section are 15 practical recommendations gathered from the research. Included are 68 references. (JB) contast, a meaningless solving course, or sequence of operations, is essentially independent of the solver's conceptual understanding of the problem under consideration. This paper is the first to document a meaningless, and nonalgorithmic, student solving course that generated a correct solution to an unfamiliar problem within the context of a secondary biology class. The study originally was designed to constrain the meaningful solutions of 14 outstanding science students to a graphing problem about osmosis. Each solver generated a think-aloud solution to the problem, a pencil-and-paper solution, and a retrospective report of the solution process. Data were utilized to assess whether the solving course was meaningful, the solution was correct, and the student indeed had no prior knowledge of the problem and/or solution. Thirteen of the 14 solutions were meaningful. The one meaningless solving course provides the grist for the discussion and demonstrates that: (1) an unfamiliar problem need not be solved meaningfully to be solved correctly; and (2) a meaningless solution process need not be characteristically algorithmic. (38 references) (JJK)

ED 348 229 SE 052 920

Confrey, Jere; And Others
The Use of Contextual Problems and Multi-Representational Software To Teach the Concept of Functions. Final Project Report.
SPONS. AGENCY- Apple Computer, Inc., Cupertino, CA.; National Science Foundation, Washington, D.C.
PUB DATE- 91
NOTE- 109p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Software Evaluation; Context Effect; Functions (Mathematics); Mathematics Education; Mathematics Instruction; *Problem Solving; *Program Descriptions; Secondary Education; Secondary School Mathematics; *Small Group Instruction; Symbols (Mathematics); Tables (Data)
IDENTIFIERS- *Function Probe; Graphing (Mathematics); Prototypes; *Representations (Mathematics)

The "Curriculum and Evaluation Standards for School Mathematics (1989)" calls for the revision of existing secondary mathematics curricula which include an emphasis on contextual problems, multiple representations, and the use of computers. The focus of this revision significantly involves the acknowledgment of the key role of the concept of function as an organizing concept around which other important mathematical ideas revolve. This report describes a 2-year project centered around the issue of teaching function concepts utilizing a context-based curriculum in a technology-rich secondary mathematics classroom. The goal of the project was the production, through applied research, of an intermediate-range vision of what mathematics instruction in schools might be like if classrooms were provided with adequate technological resources and appropriate teacher development. The report addresses the following topics: (1) the rationale and purpose of the project; (2) an overall theoretical approach to functions, teaching, learning, and small-group interactions; (3) the design principles, interaction processes, and pedagogical impact of the multi-representational software tool called Function Probe; (4) the use of prototypes within filmstrip, "Many Steps, One Goal," reviews the case study. The teaching guide contains: (1) objectives for learning; (2) eight lesson plans; (3) the filmstrip script; and (4) twelve reproducible student worksheets, including one test. Maps, drawings, and black and white photographs are included. (JB)

ED 348 247 SO 020 087

Baldwin, Harriet; Ross-Larson, Bruce, Ed.
The Rajasthan Canal Project: A Case Study of Economic Development. Toward a Better World Series, Learning Kit No. 2.
PUB DATE- 81
NOTE- 125p.; Sound filmstrip is not included but is available with kit from The World Bank.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Agriculture; Area Studies; Case Studies; *Developing Nations; *Economic Development; Economics Education; Foreign Countries; Instructional Materials; Learning Modules; Living Standards; *Rural Development; Rural Economics; *Rural Farm Residents; Secondary Education; Social Studies
IDENTIFIERS- *India (Rajasthan); *Irrigation Systems

This World Bank (Washington, D.C.) kit is designed to teach secondary school social studies students about the Rajasthan (India) Canal Project and the impact it has had on the state of Rajasthan and its population. The kit contains a pamphlet, a booklet, a sound filmstrip, and a teacher's guide. The pamphlet, "Economic Summary: India," places the canal project in the context of India's overall development plan. The booklet, "The Rajasthan Canal Project," follows the personal story of a family living in the desert of northwest India and how their lives change when the canal system serving their land is improved. The booklet indicates how crucial agriculture and water are to a society, its culture, and its economy. The filmstrip, "What Happens When a Desert Blooms," reviews the project visually. The teacher's guide contains: (1) objectives for learning; (2) 8 lesson plans; (3) the filmstrip script; and (4) 12 reproducible student worksheets, including one test. Tables, maps, drawings, and black and white photographs are included. (JB)

ED 348 248 SO 020 097

Baldwin, Harriet; Ross-Larson, Bruce, Ed.
Small-Scale Industries in Kenya: A Case Study of Economic Development. Toward a Better World Series, Learning Kit No. 3.
PUB DATE- 81
NOTE- 128p.; Filmstrip is not included but is available with kit from The World Bank.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Business Administration; Case Studies; Curriculum Enrichment; *Developing Nations; *Economics Education; Foreign Countries; Furniture Industry; Instructional

Social Teaching, Social Action.
PUB DATE- 90
NOTE- 66p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Catholics; *Higher Education; Religious Cultural Groups; *Religious Education; *Theological Education

In 1976 the National Conference of Catholic Bishops celebrated the bicentennial of the Independence of the United States by sponsoring a national conference on issues of justice. As a result of that conference, a task force was formed and a proposal was made to the Association of Catholic Colleges and Universities for a pilot project that would raise consciousness in institutions and help find ways to educate students in the crucial questions of peace and justice. This volume presents a 3-year report and evaluation of the pilot programs. Following a brief introduction by Alice Gallin, 10 papers examine the issues. The papers are: "The Tradition of Peace and Justice and the Bishops' Pastorals on Peace and the Economy" (Thomas A. Shannon); "The Role of the Laity in the World" (Georgia Masters Keightley); "Beyond the Ivory Tower: Some Guidelines for Social Justice Education" (Edward A. Malloy); "Homily, Stonehill College, Chapel of Mary, 1989" (John J. Egan); "Peace with God the Creator, Peace with All of Creation" (John Paul II); "What is Happening to Our Beautiful Land" (a pastoral letter, Phillipines); "Our Relationship wiht Nature" (a pastoral letter, Dominican Republic); "The American College in the Ecological Age" (Thomas Berry); "A Terrestrial Dogmatism?" (Everett Gendler); and "Getting from Here to There" (Betty Reardon). (DB)

ED 348 269 SO 022 040

Hemrick, Eugene F.; Hoge, Dean R.
A Survey of Priests Ordained Five to Nine Years.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- 91
NOTE- 78p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Catholics; Churches; *Priests; Religious Cultural Groups; Social Science Research; *Surveys; Theological Education

This report presents the findings of a national survey of diocesan and religious priests who were ordained between 1980 and 1984. The questionnaire issued to the respondents asked about three topics of concern to Catholic Church leadership: priestly morale, priestly identity, and priestly roles. The research examined seven key issues, each of which is the subject of a separate chapter: (1) who are the priests? (2) priestly life today; (3) attitudes toward seminary and the transition to priesthood; (4) satisfaction with the priesthood; (5) priestly identity; (6) preferred priestly roles; and (7) the effects of programs. A concluding section of the report contains six commentaries on the survey findings by six experienced churchmen. Appendices present survey and research data, and a 19-item list of references. (DB)

ED 348 270 SO 022 052

Perspectives on LRE in the Year 2000. Bar/School Partnership Programs Series.

NOTE- 50p.; For volumes 1 and 2, see ED 317 442 and ED 335 245.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Energy; *Foreign Policy; *Freedom of Speech; *Humanities; Public Affairs Education; *Public Policy

The three essays in this collection (the third in a series) explore the implications of free speech, the roots of American foreign policy, and the relation between U.S. political tradition and the formulation of policies on energy. Each essay is accompanied by a commentary. The essays, their authors, and the commentaries are: "The Pig in the Parlor: Weighing the Price of Free Speech" (Leslie Pickering Francis, commentary by Delmont Oswald); "The City on the Hill: America's Role in the World" (Joan Hoff, commentary by Kenneth L. Gladish); and "You Can't Always Get What You Want: The Paralysis of American Energy Policy" (Howard Schwartz, commentary by Henry Hirschbiel). (DB)

ED 348 291 SO 022 315

King, Edith W.; Al Musalam, Muna
A Case Study of Kuwaiti Girls' Secondary Schools before the Iraqi Invasion of August 1990.
PUB DATE- 91
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Case Studies; *Comparative Education; Cross Cultural Studies; *Curriculum Development; Educational Policy; Educational Research; *Equal Education; Females; Foreign Countries; High Schools; *Womens Education
IDENTIFIERS- *Kuwait

The literature in cross-cultural and comparative education has generally ignored the issue of gender and the impact of the curriculum on girls and women. The research reported here focuses on the implications of the experimental credit-hour curriculum in girls' secondary schools in Kuwait during the 1980s and describes in detail the facilities and curriculum of these schools before their destruction in the Gulf War of 1990. The findings of this study are then applied to curriculum theory and its relationship to changing societal conditions with particular attention to gender and equal educational opportunities. (A list of 15 references is included.) (Author)

ED 348 292 SO 022 321

Fitzhugh, William P.
Reforming Geography Education: What Research Says to Teachers about Geography Instruction.
PUB DATE- 28 Apr 92
NOTE- 21p.; Paper presented at the Meeting of the National Council for Geography Education (April 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Geographic Concepts; *Geography Instruction; *Social Science Research; Student Educational Objectives; Teaching Methods

This literature review focuses on geography instruction and summarizes the most important information teachers should know.

*Social Studies; State Curriculum Guides; *Student Educational Objectives; Teaching Methods
IDENTIFIERS- *Utah

This resource file contains information for Utah high school teachers to help them to teach so that their students meet the state's instructional objectives in the elective law related education course. Each activity includes an instructional objective along with a title, topic, time segment, procedures, materials, evaluation, and adaptation. Sample objectives include outlining the process of making, interpreting, and enforcing the law in the United States; and identifying the benefits that a citizen receives from a system of law. Additional teacher materials, student information sheets, and student activity sheets also are included where applicable. An annotated list of resources is provided, including citations to 34 books, 23 kits, 9 simulation games, and 4 video cassettes. (DB)

ED 348 316 SO 022 539

A Resource File for Social Studies in Utah. Level 10-12: U.S. Government.
PUB DATE- 91
NOTE- 187p.; For related documents, see SO 022 522-538.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; Grade 10; Grade 11; Grade 12; High Schools; Learning Activities; *Social Studies; State Curriculum Guides; *Student Educational Objectives; Teaching Methods; *United States Government (Course)
IDENTIFIERS- *Utah

This resource file contains information for Utah high school teachers to help students meet the state's instructional objectives in the elective U.S. government course. Each activity includes an instructional objective along with a title, topic, time segment, procedures, materials, evaluation, and adaptation. Sample objectives include comparing the relationship between participatory democracy and the function of pressure groups and describing the need for organization to provide cooperation among nations. Additional teacher materials, student information sheets, and student activity sheets also are included where applicable. (DB)

ED 348 317 SO 022 540

Patrick, John J.
Teaching about the Voyages of Columbus. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 92
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Curriculum Development; Educational Change; Educational Objectives; *Educational Resources; Elementary Secondary Education; Geographic Concepts; Historiography; *History Instruction; Instructional Materials; Social Studies; *Teaching Methods; *World History
IDENTIFIERS- *Columbus (Christopher); *Columbus Quincentenary; ERIC Digests

This essay reviews accounts of nontraditional schools in various parts of the United States, some of which are public-private ventures. All use computers in conjunction with practices such as the whole language approach, the language experience method, ability grouping, and individualized instruction. Review of the accounts leads to the conclusion that properly implemented instructional technology has a definite place in the repertoire of educational strategies and can be integrated into existing instructional approaches. When combined with careful, accurate diagnosis, proper use of computer technology can help overcome a number of learning problems, including attention deficit disorders, visual-spatial problems, vocabulary expansion, and sequencing. Of particular value with learning-disabled students is the capacity of instructional technology to address the unique learning needs of each student. Implementation of instructional technology depends upon properly prepared teachers as well as parental and public support. In addition, financial resources need to be assured in order for schools and school districts to plan for effective use of instructional technoloty. By enhancing the instructional effectiveness of schools, technology can help move them closer to the goal of providing quality educational experiences for all children. (IAH)

ED 348 338   SP 033 886

Eley, Robert K.; Hess, Caryl A.
Effects of Videotaping on Pre-Service Teacher Performance.
PUB DATE- 92
NOTE- 12p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Behavior Modification; *Education Majors; *Grading; Higher Education; *Microteaching; Performance; Preservice Teacher Education; Secondary Education; *Student Attitudes; *Student Evaluation; Videotape Recordings

Educators assume that preservice teachers will modify their behavior in response to feedback. Teacher training programs that support this assumption typically utilize videotaping or microteaching techniques to provide prospective teachers with the feedback needed to reinforce "good teaching" behavior. This study was conducted to evaluate the impact of supervisor grading on students' attitudes toward the microteaching experience and teaching in general. The study also tested the assumption that supervisor grading adversely affects preservice teacher attitudes toward themselves, their teaching, and the teaching profession. Participants in the study were 175 students who were asked to complete an attitude questionnaire. Findings indicate no significant adverse effects were produced by supervisor grading alone. Results further suggest that demonstrating simple teaching tasks, such as giving directions for a homework assignment or teaching a lesson using multiple senses in front of a video camera, creates a healthy level of anxiety among prospective teachers and produces positive attitudes and behavior modification. Videotaping appears to have a profound impact on how a preservice teacher will perform in front of a classroom and how the teacher education program is viewed. A copy of the microteaching Attitude Questionnaire is appended. (LL)

ED 348 339   SP 033 897

Tyson, LeaAnn; Silverman, Stephen

Program Attitudes; *Program Content; *Program Improvement; Science Programs; *Teacher Education Programs; *Traditionalism
IDENTIFIERS- Reflective Inquiry; *Reform Efforts

The papers in this monograph reflect doctoral candidates' efforts to understand and influence teacher education and the changes through which it is going. Following an introduction, papers are presented as follows: (1) "Reflective Inquiry in Teacher Education" (Lynn Zeltzer); (2) "Creating a Reflective Practitioner in the Social Discourse of Schools" (Jose R. Figueroa); (3) "Reform Traditions in Teacher Education Programs" (Ivette Fernandez); (4) "Developing a Personal Statement about a Philosophy of Education" (Elliott Seda); (5) "The Novice Teacher: A Species at Risk" (George M. Bailor); (6) "Teacher Preparation in Multicultural Education" (Ramon A. Serrano); (7) "Professional Inquiry: A Strategy for Enhancing Teaching and Learning" (Clarice Baker Big Back); (8) "Field Tests of a New Science Curriculum: The National Geographic Kids Network Experiences of a Teacher and His Students" (Dick O'Grady); (9) "HIV/AIDS Prevention in Teacher Education" (Lydia Blasini); and (10) "The Significance of 'To Open Minds' by Howard Gardner for Developmentally Appropriate Practice in Early Childhood Education" (Celeste A. Lasater). (LL)

ED 348 357 SP 033 995

Mead, James V.
Teachers' Evaluations of Student Work.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 92
NOTE- 36p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary School Mathematics; Elementary Secondary Education; *Evaluation Criteria; *Grading; Higher Education; *Mathematics Teachers; Secondary School Mathematics; *Student Evaluation; Teacher Education Programs; Teacher Educators

This study was conducted to examine the criteria elementary and secondary mathematics teachers use when assigning grades, the visible mark of a teacher's evaluation, when shown individual pieces of mathematics work. Data come from the Teacher Education and Learning to Teach longitudinal study of preservice programs, various types of on-the-job induction programs, and inservice programs. Respondents were asked one question, "What grade would you give this paper and why?" In a series of tables, the paper depicts both the allocation of grades given to the work and the criteria for assigning grades. Inferences that these teachers make about student understanding and effort are tabulated. Results suggest: (1) grading student work is a neglected subject; (2) grading appears to be a distasteful and marginalized teacher activity; (3) grading practices have taken on a life of their own that justifies teacher educators' careful attention; (4) how a grade is going to be assigned represents a novel point of entry to a discussion of instructional purpose and design; and (5) teacher educators might consider providing a sustained treatment of grading practices and their rationale. (LL)

ED 348 358 SP 033 996

McDiarmid, G. Williamson
The Arts and Sciences as Preparation for Teaching. Issue Paper 92-3.

PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Assessment Centers (Personnel); Computer Assisted Testing; Computer Simulation; Decision Making; *Evaluation Methods; Job Analysis; *Job Performance; *Occupational Tests; *Personnel Evaluation; Personnel Management; Personnel Selection; *Public Sector; Test Use
IDENTIFIERS- International Personnel Management Association

The International Personnel Management Association Assessment Council (IPMAAC) is a non-profit organization of personnel assessment professionals involved in public personnel assessment. Author-generated summaries/outlines of papers are presented. The keynote address is "Ability Testing in the 1980's and Beyond: Some Major Trends" by A. Anastasi. The categories of the summaries of 52 papers include: management issues and innovations; professional and legal issues; assessment center issues; job analysis techniques and research; test construction and validation; uniformed forces testing; bio-data uses; screening and retaining applicants; and developing physical ability standards. Selected topics within the categories include: use of a job element questionnaire and interview to select public safety communications specialists; assessing creativity in a content-valid test; observations of an expert witness; agency-rated scores as an alternative to traditional education and experience ratings for highly specialized job classes; development of valid computer-based tests for assessing divided attention in nuclear power plant operators; strategies for making cut-score determinations on a performance-based observational test; the Missouri School Superintendent Assessment Center Certification Program; empirical validation of firefighter vision standards; the development of tailored response testing; criterion validation of a preemployment psychological test for correctional officers; decision making in assessment centers; assessment centers and bio-data--approaches to managerial selection; video-based structured interviews and testing; managerial incompetence; the development of physical ability standards; the impact of physical standards projects on internal race and sex relations; recent developments in job analysis research; oral board examinations; assessing teacher candidates' writing; the Bush Administration and the 101st Congress; a computerized tracking system; and organizational perspectives on the setting of cutting scores. An author index is included. (SLD)

ED 348 376 TM 018 590

Kvale, Steinar
Ten Standard Responses to Qualitative Research Interviews.
PUB DATE- 92
NOTE- 31p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Foreign Countries; *Interviews; *Qualitative Research; Reliability; Research Methodology; *Research Problems; *Social Science Research; Statistical Bias; Validity

Qualitative research evokes rather stereotyped responses from the mainstream of social science. The following 10 standardized responses to the stimulus "qualitative research interview" (QRI) are discussed: (1) it is not scientific, only common sense; (2) it is not objective, but subjective; (3) it is not trustworthy, but biased; (4) it is not reliable, but rests on leading questions; (5) it is not intersubjective, as different interpreters find different meanings; (6) it is not understanding and an emphasis on helping learners understand the concepts being taught; and teacher development literature and theories, with assessment of understanding being a crucial element over and above measures of fact recall knowledge. Evaluations should explore what learners understand about AIDS rather than merely what they know. Knowledge and constructivism, issues in assessing understanding, and several AIDS education evaluations in the literature are considered. Data from an evaluation of what students understand about HIV and AIDS are provided. The evaluation focused on HIV and AIDS education in postprimary schools in Victoria (Australia). Surveys of schools were followed by interviews with teachers in one-third of the schools that offered AIDS education. Two questionnaires were administered to 579 students; one assessed knowledge and attitudes and the other explored knowledge and understanding. Selected students were interviewed individually and in a small group. Individual interviews gathered data on 162 students' ability to understand issues conceptually similar to HIV and AIDS as well as on their constructions about health, sexual health, and sexually transmitted diseases. Small group interviews were audiotaped and 27 groups of 6 students each were required to apply their knowledge to a risk assessment task and a poster selection task. Teachers were then reinterviewed. Six data tables, 1 graph, and 78 references are included. (RLC)

ED 348 395 TM 018 852

The Moment of Truth: Year Three Continuation for Schoolwide Projects.
PUB DATE- 23 Apr 92
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; Cohort Analysis; Comparative Analysis; *Compensatory Education; Elementary Secondary Education; Evaluation Methods; *Federal Programs; Program Development; Program Evaluation; Program Implementation; *Program Validation; *School Districts; Urban Schools
IDENTIFIERS- Aggregation (Data); *Education Consolidation Improvement Act Chapter 1; Hawkins Stafford Act 1988; *Philadelphia School District PA; Reauthorization Legislation

This paper describes: the development and implementation of Schoolwide Projects (SWPs) in the School District of Philadelphia (Pennsylvania); evaluation models permitted by Chapter 1 regulation and policy; ways these models were used in Philadelphia and results that were obtained; and approaches that are sensitive to the effects of SWPs. The initial implementation of the accountability provisions created by the 1988 reauthorization legislation is analyzed in depth. The impact of the different methods and their technical adequacy, and conclusions and implications for the 1993 Chapter 1 reauthorization are discussed. The study population consisted of Cohort 1 SWPs, whose accountability cycle began in the 1988-89 school year. The preprogram period spanned the school years 1985-86 to 1987-88; program years covered 1988-89 through 1990-91. The student participation information was obtained from the local education agencies' Chapter 1 Evaluation and Reporting System, which includes the data elements of school location, achievement test scores, and Chapter 1 services received. The

PUB DATE- Feb 88
NOTE- 166p.; For related documents, see UD 027 246-253.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adjustment (to Environment); *Blacks; Cultural Differences; Cultural Traits; *Economic Factors; Federal Legislation; *Health Needs; *Immigrants; *Social Services; State Surveys
IDENTIFIERS- Africans; Caribbean Islanders; *New York

This document comprises an analysis of the needs of immigrants of African descent to New York State in the following areas: (1) economic planning; (2) culture and the arts; (3) immigration reform and amnesty; and (4) health care. Immigrants from the Caribbean and Africa comprise rapidly growing segments of the State's population. These immigrants differ from native Black American migrants with respect to culture and national identification, but both groups share common problems of economic disadvantage and racial discrimination during the adjustment to their new environment. In general, the health, education, and social service proposals outlined in the recommendations should be funded out of a 20 percent set-aside from the $100 million in Federal funds allocated to New York State under the Immigration Reform and Control Act of 1986 (IRCA), and at least one-third of the black grant funds should be directed to communities with a concentration of Black immigrants. Statistical data are included on 1 graph and 13 tables. A 14-item bibliography of papers presented at the Caribbean Women's Health Association conference, "Delivering Health Care Services to Immigrant Communities in New York City" (Woodhull Medical and Mental Health Center, Brooklyn, NY, October 17, 1985), is included. The following materials are appended: (1) a list of 12 references; (2) a document from the Committee to Aid Ethiopian Refugees; (3) a proposal to institute new Immigrant Service Centers; and (4) a discussion of the impact of the new amnesty law on New York State. (FMW)

ED 348 413 UD 027 251

Minority Business Development and Economic Development Policy in New York. Implications for Black Entrepreneurs and Communities. Report of the Subcommittee on Economic Development. Volume 5, Economic Development.
PUB DATE- Oct 88
NOTE- 97p.; For related documents, see UD 027 246-253.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Affirmative Action; *Black Businesses; Black Employment; *Community Development; *Economic Development; *Females; Minority Groups; State Surveys; *Statewide Planning; Urban Improvement
IDENTIFIERS- *New York

New York State should develop a comprehensive justification for its involvement in minority business development and each State program should be closely associated with that rationale. Minority business development programs are often short-sighted, potentially conflicting, and yield unimpressive results. Development of Economic Development Zones would assist minority and women-owned businesses and could be essential to the total revitalization of distressed communities. The following specific recommendations are included: (1) purchase a specific

in the Education of Their Children.
PUB DATE- Apr 92
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acculturation; Behavior Change; Case Studies; Comparative Analysis; Cultural Background; Economically Disadvantaged; Elementary School Students; Elementary Secondary Education; *Immigrants; Japanese American Culture; *Japanese Americans; Oral History; *Parent Participation; Parent School Relationship; Secondary School Students; *Social History
IDENTIFIERS- Hawaii; Intergenerational Factors; Issei; Language Minorities

A study was done that compared the parental involvement of three generations of Japanese Americans in their children's education, particularly their involvement in academic work and extracurricular activities and perceived barriers to involvement. First generation Japanese American immigrants are called "Isseis" in Japanese; second generation, first American-born, Japanese Americans are called "Niseis"; and the third generation Japanese Americans are called "Sanseis." The project used a case study oral history approach on 69 Japanese Americans in Hawaii who ranged in age from 29 to 81 years. There were 10 Isseis, 49 Niseis, and 10 Sanseis. Other sources of data included historical documents such as high school yearbooks, school newspapers, and student handbooks. The data were analyzed using a multiple comparative analysis. The results show that ensuing generations of Japanese Americans became more active and directly involved in the education of their children. This evolutional development was highly related to language communication and familiarity with the dominant culture. The Americanization of Japanese immigrants along with succeeding generations who were educated in American schools reflect the role that American parents play in the education of their children. For the immigrant generation, several social, economical, and cultural difficulties acted as barriers to parental participation. With the exception of time and economics, succeeding generations were not hampered by the same barriers as was the immigrant generation. Included are 11 references. (JB)

ED 348 431 UD 028 786

Hopf, Diether; Hatzichristou, Chryse
Migrant Workers' Children: School Problems in the Host Country and in the Country of Origin after the Return Home.
PUB DATE- Apr 92
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Failure; Disadvantaged Youth; *Elementary School Students; Elementary Secondary Education; Foreign Countries; *Migrant Children; Migrant Education; Migrant Problems; Migrant Programs; Migrant Workers; Migration Patterns; Native Language Instruction; *Secondary School Students; *Special Needs Students; *Student Problems

Improvement Program

The Incentives for Improvement Program is an alternative student evaluation and recognition system that is responsive (all students have a realistic chance to achieve success) and challenging (students are not likely to succeed consistently unless they work up to their potential). The program's goals are to raise student performance and foster students' motivation to learn. An evaluation was conducted to determine whether the program accomplished its goals during its first year of implementation. Volunteer teachers from four Baltimore City (Maryland) middle schools participated in the program during the 1989-90 school year. The program's effectiveness in raising students' grades, probability of passing, intrinsic interest in their schoolwork, effort, and self-concept of ability was evaluated by comparing end-of-school-year outcomes for students in participating classes with those of similar students who were enrolled in the same courses at four other Baltimore City middle schools. To make these comparisons as precise as possible, pre-test adjusted outcome measures in hierarchical linear models were used. The results illustrate the substantial positive impact of individualized, improvement-oriented reward and recognition structures on students' grades in participating courses and on their probability of passing these courses. There was also a small positive effect of the program on students' self-reported levels of effort. The program provides an evaluative process in which educationally disadvantaged students share increased opportunities to experience success in a challenging curriculum by earning recognition for academic improvement and by building upon this improvement to earn better grades and higher passing rates. Teachers' expectations that students will succeed academically are a vital part of motivating and effectively teaching currently low-achieving students. Included are 25 references, 3 tables, 4 figures, and an appendix providing selected questionnaire items used to measure students' perceptions. (Author/RLC)

ED 348 448 UD 028 817

Latinos in Pennsylvania: Summary Report & Recommendations.
PUB DATE- Apr 91
NOTE- 39p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Advisory Committees; *Affirmative Action; Aging (Individuals); *Civil Rights; *Community Programs; Correctional Rehabilitation; Economic Development; Elementary Secondary Education; Equal Education; Equal Opportunities (Jobs); Government Role; Health Programs; Housing; *Latin Americans; *Needs Assessment; State Government
IDENTIFIERS- *Latinos; *Pennsylvania

This report summarizes the activities of the Pennsylvania Governor's Advisory Commission on Latino Affairs from its inception in January, 1989, to December, 1990; and makes recommendations to the Governor on policies, procedures, and legislation that would make the state more responsive to the Latin American community. Latin Americans are the youngest and fastest growing population group in Pennsylvania. Language and cultural barriers breed resentment and discrimination and lead to denial of services and resources necessary to the economic, social, political, and educational well-being of the Latin American community. To promote equal access and equal opportunity in all aspects of community life for Latin contextual problem settings; (5) the particulars within the implementation process of this project; (6) data collection techniques and research methodology; and (7) research results for the teachers, the students, and small groups of problem solvers. A final chapter offers conclusions about, and implications of, the role of technology in teaching mathematics. An appendix describes the software features, requirements, and availability of the Function Probe tool. (58 references) (Author/JJK)

ED 348 230 SE 052 921

Arditzoglou, Sophia Yani; Crawley, Frank E., III
Structural Equation Modeling of Science and Mathematics Achievements of Secondary I Females in Arab Jerusalem: An Application of the Theory of Planned Behavior.
PUB DATE- 92
NOTE- 13p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Boston, MA, March, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attribution Theory; *Career Choice; Causal Models; *Females; Foreign Countries; Grade 10; High Schools; *Mathematics Achievement; Mathematics Education; Questionnaires; Science Careers; Science Education; *Sex Role; *Structural Equation Models
IDENTIFIERS- Israel (Jerusalem); Palestinian Arabs; *Science Achievement

This study utilizes the Theory of Planned Behavior (TPB) as the theoretical framework from which to explore the factors that have a determining influence upon science and mathematics achievement. The study makes every effort to expand the utility of TPB by assessing its applicability with respect to the achievement of 10th grade female Palestinian students in the academic areas of mathematics, life sciences, and general science (which includes chemistry and physics). Furthermore, the study focuses on 10th grade science and mathematics achievements because these are the criteria that are used in the irrevocable "streaming" of Palestinian students leading directly to the under-representation of female students in the scientific academic track by grade 11. Of the 271 participants, an approximately equal number responded to the mathematics, life science, and general science questionnaires, respectively. Simple correlation analyses revealed that previous achievement and anticipated scores are significantly correlated to mathematics and science achievement measures, that career goals are significantly correlated to mathematics and life science achievement measures, that mother's educational level is significantly correlated to mathematics achievement, and that father's educational level is significantly correlated to life science achievement. LISREL (LInear Structural RElations) analyses of 10 structural equation models also indicated that: (1) the addition of a path coefficient from previous behavior to future behavior within the TPB model is applicable to the prediction of achievement intention; (2) achievement intention does not directly influence achievement; (3) previous achievement directly influences future achievement; and (4) both attitude and perceived behavioral control, but not subjective norm, influence achievement intention. (31 references) (Author/JJK)

Materials; Learning Modules; *Living Standards; Poverty Areas; *Poverty Programs; Secondary Education; *Small Businesses; Social Studies
IDENTIFIERS- *Kenya

This World Bank (Washington, D.C.) kit is a case study designed to introduce secondary school social studies students to a project in Kenya established to strengthen small-scale industries. The kit contains a pamphlet, a booklet, a sound filmstrip, and a teacher's guide. The pamphlet, "Economic Summary: Kenya," points out the severe problems Kenya faces in raising standards of living. The booklet, "Small-Scale Industries in Kenya," examines Kenya Industrial Estates, Limited (KIE), a government-owned company set up to assist small-scale industries. It tells the story of a carpenter who wants to expand his furniture business, and of the people who help him. The important role that small-scale industries play in the process of improving living conditions is illustrated. The filmstrip, "Small-Scale Industries in Kenya," reviews the contents of the booklet. The teacher's guide contains: (1) objectives for learning; (2) 8 lesson plans; (3) the filmstrip; and (4) 12 reproducible student worksheets, including one test. Maps, tables, and black and white photographs are included. (JB)

ED 348 249 SO 020 199

The Major Project in the Field of Education in the Latin American and Caribbean Region. OREALC Bulletin 17.
PUB DATE- Dec 88
NOTE- 82p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- Cooperative Education; Elementary Secondary Education; Foreign Countries; *Government School Relationship; *Illiteracy; Literacy Education; *Mathematics Instruction; Regional Cooperation; Teacher Education; *Teachers; Teacher Salaries; Teacher Shortage
IDENTIFIERS- Argentina; Brazil; *Caribbean; Chile; Colombia; *Latin America; Mexico; Panama; Peru; Uruguay; Venezuela

Four articles comprise this issue of the bulletin. "The Situation of Teachers in the English-Speaking Caribbean" (A. B. Alleyne) examines the position of Caribbean teachers with respect to salaries, social security, the teacher shortage, the adequacy of educational objectives and policies, preparation for the profession, and further education. "The Illiteracy in the Group of the 8: Implementation of a Program of Experiences Exchange" (Ministry of Education, Peru) proposes areas of cooperation between the eight countries of the Acapulco Agreement (Mexico, Peru, Argentina, Uruguay, Brazil, Panama, Colombia, and Venezuela) in their efforts to eradicate illiteracy by the year 2000. "The State and Education in Latin America" (J. Casassus) identifies and discusses some of the issues regarding the link between education and the state in Latin America. "Towards a Mathematics Education Thinking: Contributions of Chilean Research at the Basic and Middle Levels" (P. Montero; H. Gonzalez) presents an overview of Chilean mathematics education at its basic and middle levels, and urges the development of a national thinking in the field. The final part of the bulletin contains information about the activities that the Regional Office for Education in Latin America and the Caribbean has carried out in the region. (JB)

ED 348 250 SO 020 286

SPONS. AGENCY- Department of Education, Washington, DC. Office of Law-Related Education.
PUB DATE- 92
NOTE- 33p.; Based on the ABA's Advanced LRE Leadership Development Retreat (May 1989).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - Proceedings (021)
DESCRIPTORS- Citizenship Education; *Curriculum Development; Demography; Educational Change; Educational Development; *Educational Objectives; Elementary Secondary Education; *Futures (of Society); *Law Related Education; Public Policy; Teacher Education; Technological Advancement
IDENTIFIERS- *American Bar Association

In May, 1989 the American Bar Association (ABA) Special Committee on Youth Education for Citizenship invited participants at a retreat to create a blueprint for law-related education's (LRE's) future. Plenary sessions were designed to clarify: (1) the role and mission of LRE in the nation's schools; and (2) the factors that will have an impact on LRE between now and the end of the century, including the impact of demographic change, technological innovation, and educational reform on LRE. Noted educators, both within and outside of the LRE field offered perspectives and perceptions related to these themes. This document is a handbook that contains articles drawn from these sessions along with the reports of small working groups established at the retreat to examine a range of issues. Following a brief Introduction by Mabel C. McKinney-Browning, the articles include: "Student Demographics and Education in the Year 2000: The Illinois Perspective" (Gordon L. Brown); "Developing Strategies of Curricular Change" (Thomas B. Timar); "Factors to Consider in Planning for the Institutionalization of LRE: Public Policy Issues" (Herbert J. Walberg); "Factors to Consider in Planning for the Institutionalization of LRE: Teacher Education" (Samuel J. Yarger); "Factors to Consider in Planning for the Institutionalization of LRE: Technological Innovations and Information Processing" (James Lengel); "Factors to Consider in Planning for the Institutionalization of LRE: The 'L' in LRE--New Developments in Content" (Jerry Goldman); "Establishing a Programmatic and Research Agenda: What Do We Still Need To Know?" (James Giese); "The Process of Institutionalizing LRE Curriculum: Summary Report of Discussion Group 1 (Marilyn R. Cover; Roy Erickson); "The Role of LRE in the Precollegiate Curriculum: Summary Report of Discussion Group 2" (Carol Roach; Joseph L. Accongio); "Teacher Training: Summary Report of Discussion Group 3" (Phyllis Fernlund; David T. Taylor); "The 'L' in LRE: New Developments in Content: Summary Report of Discussion Group 4" (Alita Letwin; Moses S. Koch); and "The Role of Community Involvement in the Development and Institutionalization of LRE: Summary Report of Discussion Group 5" (Judy L. Parker; Douglas A. Phillips). (DB)

ED 348 271   SO 022 054

To Ourselves and Our Posterity: Recommendations from the Leon Jaworski Symposium on Teaching about the Constitution and Bill of Rights in the 21st Century (Washington, D.C., September 11-13, 1991).
PUB DATE- 91
NOTE- 10p.
LANGUAGE- English

The review suggests that there are four main areas of concern in geographic education: defining geography; developing systematic, sequential curriculum; training geographically literate teachers; and developing tests that test more than memory recall. Other themes are noted, including the following: geography has been arranged into five interactive themes; geography has outcomes that foster the development of responsible citizens; geography curriculum must be developed so that children begin to learn geography skills earlier in their education; later schooling activities will expand and build upon these skills; geography is an integral part of all social studies curricula; geography needs to be integrated throughout other areas of study such as reading and mathematics; and teachers need geographic preparation before they begin teaching and continued district support through in-service activities during their teaching careers. A 20-item list of references is included. (DB)

ED 348 293 SO 022 323

Venditti, Phillip N.
Administration of International Education.
PUB DATE- 92
NOTE- 9p.; Presentation to the Annual Meeting of the Association of Texas Colleges and Universities (April 6, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Citizenship Education; *Community Colleges; Curriculum Development; *Educational Administration; *Educational Objectives; Educational Policy; Foreign Countries; Foreign Culture; Higher Education; *International Studies
IDENTIFIERS- *Global Education

This presentation suggests some examples of what is being done to further international education in community colleges around the United States. Reasons why community colleges should be involved in international education are presented. A central goal of the nation, and educational institutions in particular, is the development of global citizenship. Unique among postsecondary education institutions, community colleges are dedicated to building good citizens as part of their mission. (DB)

ED 348 294 SO 022 333

Sunal, Cynthia Szymanski; Christensen, Lois
Using the Five Themes of Geography To Teach about Venezuela and Mexico.
PUB DATE- 92
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *Geographic Concepts; *Geography Instruction; Learning Activities; *Teaching Methods
IDENTIFIERS- *Mexico; *Venezuela

Activities that employ the five themes of geography--location, place, relationships within places, movement, and regions--to

The voyage of Columbus in 1492 is a turning point in world history. After 1492, people and civilizations of long-separated regions began to develop connections that have led to the incipient global community of the 1990s. It is their global significance that justifies a prominent place in today's curriculum for the four voyages of Columbus to the Western Hemisphere, not the mere fact of their 500th anniversary in 1992 and thereafter. Educators, therefore, should use the Columbian Quincentenary as a ripe time to renew and reform teaching and learning about these events of long ago that still affect most peoples and places of our world today. (Author)

ED 348 318 SO 022 541

Stotsky, Sandra
The Connections between Language Education and Civic Education. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 92
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Citizenship Education; *Curriculum Development; Educational Objectives; Elementary Secondary Education; English Curriculum; Ethical Instruction; *Language Arts; Language Skills; *Literature; Skill Development; Social Studies; Student Educational Objectives; Teaching Methods; *Values Education
IDENTIFIERS- ERIC Digests

Civic education "means explicit and continuing study of the basic concepts and values underlying our democratic political community and constitutional order" (Butts 1988, 184). It draws its content chiefly from four disciplines: political science, jurisprudence, history, and economics. Political science and jurisprudence provide an understanding of ideas, institutions, and procedures about law and government that protect individual rights and promote a government based on law, majority rule with minority rights, and the public good. The study of history gives us knowledge of our country's past, who we are as a people, and our successes and failures in realizing our country's political and legal ideals. And economics offers knowledge about how to use scarce resources to satisfy human needs and wants within a constitutional government based on the values of democracy and individual rights. However, language education, too, makes an important contribution to civic education. (Author)

ED 348 319 SO 022 542

Schlene, Vickie J.
World War II in the Curriculum. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 92
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Curriculum Development; Educational Objectives; *History Instruction; Secondary Education; Social Studies; Student Educational Objectives; Teaching Methods; *United

Differences in Texas Teacher Appraisal System Scores.
PUB DATE- 21 Apr 92
NOTE- 48p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; Career Ladders; Classroom Observation Techniques; Elementary School Teachers; Elementary Secondary Education; Interrater Reliability; *Scores; Secondary School Teachers; Teacher Effectiveness; *Teacher Evaluation; *Testing Problems; *Test Reliability; *Test Validity
IDENTIFIERS- *Texas Teacher Appraisal System

The purpose of this study was to investigate differences in Texas Teacher Appraisal System (TTAS) scores when considering the scores of the first four individual domains (Instructional Strategies, Management and Organization, Presentation of Subject Matter, and Learning Environment), the sum of the scores of Domains I through IV, and the overall summary performance score for teachers in a large school district over a period of 2 years. Specifically, scores between appraiser types (primary or second), levels (elementary or secondary), years (1988-1989 or 1989-1990), and apraisal periods (first or second) were investigated. The subjects were teachers in a large school district in Texas for the school years 1988-1989 (N=1,159) and 1989-1990 (N=1,207). All teachers were evaluated with the TTAS by a certified appraiser, following the procedures mandated by the State Board of Education. Campus administrators or central office personnel conducted all observations. MANOVA and ANOVA were performed to examine differences in the scores of various subgroups of teachers. In general, results showed that significantly higher scores were awarded by the primary appraisers and that elementary teachers received higher scores than secondary teachers. In addition, scores increased from the first appraisal period to the second appraisal period and from year to year. The results of this study suggest the need for additional research on the validity of the instrument, staff development for teachers and appraisers, and modifications to the instrument or scoring procedures to make TTAS scores meaningful. (Author)

ED 348 340 SP 033 900

Kiernan, Henry
Teaching Civic Identity and Civic Writing in the Information Age.
PUB DATE- 90
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Citizenship Education; Citizenship Responsibility; Community Relations; *Consciousness Raising; Global Approach; High Schools; High School Students; *Interdisciplinary Approach; Local Issues; *Multicultural Education; *Research Skills; School Districts; *Student Research; Teaching Methods; Writing Assignments
IDENTIFIERS- *Civic Writing

Given the increasingly multi-ethnic school population and the lack of democratic political traditions in many students' cultural backgrounds, new ways to educate for citizenship are essential. The paper recommends developing multidisciplinary

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 92
NOTE- 42p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Principles; Education Majors; Elementary Secondary Education; *Faculty Development; Higher Education; *Knowledge Level; *Liberal Arts; *Preservice Teacher Education; *Teacher Education Curriculum; *Teacher Education Programs; Teacher Educators; Teaching Methods
IDENTIFIERS- *Knowledge Base for Teaching

Policymakers have targeted what they perceive to be the inadequate content knowledge of teachers. Underlying resulting policies is an assumption that requiring prospective teachers to take more arts and sciences courses will remedy the problem. This paper examines whether or not this assumption is warranted. The discussion incorporates: critiques of undergraduate teaching; a view of knowledge for teaching; studying subject matter learning in the arts and sciences and the different kinds of knowledge teachers need; and investigations of students' understanding of subject matter and the teaching of subject matter in the arts and sciences emphasizing mathematics, writing, literature, and history. Prior research on student learning in arts and science courses is examined. It is argued that the problem is less one of ignorance about productive teaching practices and more one of cultural values; neither the disciplines nor research-oriented universities appear to value the learning of undergraduates as highly as grantsmanship or research. Implications for faculty development are discussed. (LL)

ED 348 359 SP 033 998

Bird, Tom; And Others
Pedagogical Balancing Acts: A Teacher Educator Encounters Problems in an Attempt To Influence Prospective Teachers' Beliefs.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 92
NOTE- 28p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Objectives; *Education Majors; Elementary Education; Higher Education; Instructional Innovation; *Introductory Courses; Preservice Teacher Education; *Prior Learning; Required Courses; Teacher Attitudes; *Teacher Educators; Teacher Student Relationship; *Teaching Methods

This paper describes an introductory teacher education course designed to challenge prospective teachers' beliefs about schooling, teaching, and learning, formed as a result of personal experience. The instructor encountered problems in attempting both to engage his students' existing beliefs about teaching and learning and to encourage their consideration of alternative beliefs taken from educational literature. It proved challenging to establish a satisfactory working relationship with the students, to organize productive interaction between their current beliefs and potential quantitative, only qualitative; (7) it is not generalizable, as there are too few subjects; (8) it is not hypothesis testing, it is only explorative; (9) it is not a formalized method as it is too person-dependent; and (10) it is not valid, but rests on subjective impressions. QRIs gather descriptions of the interviewee's life-world with respect to interpreting the meaning of the described phenomena. Since responses to QRIs are highly predictable, they may be taken into account when designing, reporting, and defending a QRI study. Issues, concepts, and arguments involved in QRIs are outlined. The relevancy of the standard critical objections to this methodology is discussed. Alternative conceptions of qualitative research from phenomenological and hermeneutic traditions are suggested. The QRI based on conversation and interaction appears as a privileged access to a linguistically constituted social world. A 40-item list of references is included. (RLC)

ED 348 377 TM 018 739

Li, Jianmin; And Others
Multiple Testing with Modified Bonferroni Methods.
PUB DATE- Apr 92
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comparative Analysis; *Correlation; *Hypothesis Testing; *Mathematical Models; Matrices; Research Methodology; Statistical Distributions
IDENTIFIERS- *Bonferroni Procedure; Multiple Comparisons; *Multiple Testing; P Values; Type I Errors

This paper discusses the issue of multiple testing and overall Type I error rates in contexts other than multiple comparisons of means. It demonstrates, using a 5 x 5 correlation matrix, the application of 5 recently developed modified Bonferroni procedures developed by the following authors: (1) Y. Hochberg (1988); (2) B. S. Holland and M. D. Copenhaver (1987); (3) S. Holm (1979); (4) G. Hommel (1988); and (5) D. M. Rom (1990). The original Bonferroni procedure is compared with these modified procedures, using 50 correlation matrices reported in educational and psychological journals. A total of 2,587 p-values were obtained. Using an overall alpha per matrix of 0.05, 0.10, and 0.20, the number of rejections were counted. For a relatively large number of matrices, the modified Bonferroni procedures rejected the same number of hypotheses as did the original Bonferroni procedure. However, whenever there were differences, all Bonferroni procedures rejected more hypotheses than did the original procedure. Among the four modified procedures, the Holm procedure had the lowest and the Hommel procedure had the highest number of rejections. The larger the Type I error rate, the greater was the difference among the methods in the number of rejections. The differences in the number of rejections may depend on the distribution of a set of p-values. Thirteen tables contain the analysis results, and there is a 39-item list of references. (Author/SLD)

ED 348 378 TM 018 743

Kromrey, Jeffrey D.; Bacon, Tina P.
Item Analysis of Achievement Tests Based on Small Numbers of

techniques of maximizing aggregation while minimizing aggravation and other schools comparison analyses (non-proportional and proportional selection) were used. Various evaluation models permitted by the regulations produced markedly different conclusions about the effectiveness of SWPs. The evaluation models that were most likely to detect improvement in student achievement at a SWP site compared SWP students with Chapter 1 students at non-SWP sites during the same 3-year period. The weakest model compared SWP schools with their performance during the 3 years prior to implementation of the SWP. Fourteen data tables, 4 bar graphs, and a 19-item bibliography are included. (RLC)

ED 348 396 TM 018 867

Buttram, Joan L.; And Others
Use of R&D Laboratory Services and Products for School Improvement.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Improvement; Educational Research; *Education Service Centers; Elementary Secondary Education; Evaluation Methods; *Information Dissemination; Program Evaluation; *Regional Laboratories; Research and Development; Research Reports; *Research Utilization; *Technical Assistance; Use Studies; Videotape Recordings; Workbooks
IDENTIFIERS- *Educational Information Centers; Service Delivery Assessment; Technical Assistance Centers; Tracer Methodology

The effectiveness of four technical assistance-oriented services/products of one regional educational laboratory was studied. The services/products studied included a thinking skills activities workbook for classroom teachers, a videotape for rural educators on exemplary software for developing the thinking skills of at-risk students, a research report for urban school administrators on the interrelationships between student and teacher commitment, and a Chapter 1 program improvement and monitoring process (monitoring instrument, training, and ongoing consultation in the monitoring and improvement of Chapter 1 programs). A tracer study tracked the dissemination and use of services/products through exchanges of information with the external evaluators, following which the service/product providers and primary, secondary, and tertiary recipients were interviewed. Recipients were contacted by telephone by the evaluators between 6 months and 1 year after receipt of the service/product. The workbook and the program improvement and monitoring process were found to be more successful than the other two services/products in their degree of dissemination, assessment, and use. The workbook and the process met a defined need, they had a clearly specified target audience, their purpose and potential use were focused and unambiguous, and they could be used without extensive further direction; the videotape and the research report did not meet these criteria. Two references are included. (RLC)

ED 348 397 TM 018 868

Ackland, John W.
Collaborative School-Based Curriculum Evaluation: A Model in Action. Draft.

proportion of goods and services from minority businesses; (2) implement a uniform system to penalize non-compliance with affirmative action obligations in both construction and purchase contracts; (3) increase participation on an equity basis in minority and women-owned businesses, and encourage participation by the private sector; (4) encourage minority venture capital in the private sector by using creation, establishment, and participation in such programs as criteria in the evaluation and selection of banks that compete for State business; (5) review all financial and technical assistance programs and business tax incentives programs to eliminate prohibitions that preclude participation by minority businesses; (6) encourage small business employers to locate in distressed communities and establish tax incentives for employee stock ownership plans; (7) continue support for the Urban Development Corporation (UDC) program to increase the bonding assistance contract ceiling; and (8) encourage private investment in the recently created Economic Development Zone Capital Corporations. Statistical data are included on four tables, and a discussion and summary of recommendations to the governor's proposed Opportunity Zone legislation is appended. (FMW)

ED 348 414 UD 027 252

Improving the Labor Market Status of Black New Yorkers. Policy and Program Recommendations. Report of the Labor and Employment Subcommittee. Volume 6, Labor and Employment.
PUB DATE- Nov 88
NOTE- 58p.; For related documents, see UD 027 246-253.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Blacks; *Developmental Programs; *Economic Development; Entry Workers; Equal Opportunities (Jobs); *Job Training; *Labor Force Development; Retraining; State Surveys; Urban Programs
IDENTIFIERS- *New York; *New York (New York)

Effective strategies to raise the employment and income levels of blacks in New York State must be comprehensive, balanced, and informed. Past efforts have failed because they have been narrow, short-run, imbalanced, or based on poor or incomplete information. The State's black population is most heavily concentrated in New York City, where the economy has dramatically shifted from industry to services. While black enterprise development is symbolically useful, better programs to develop small enterprise will have a greater effect. The following effective program approaches deserve special attention: (1) better use of on-the-job education and training, more accessible pathways to higher level jobs, and tutorial and personal support to insure upward mobility for lower level workers; (2) targeted affirmative action efforts to improve the strength of employer resources used to recruit, train, retrain, and upgrade workers; (3) elimination of employer requirements which limit or exclude minority groups from access to jobs or promotions; (4) new and expanded use of apprenticeships to provide access to jobs for youth; (5) implementation of outreach programs for dropouts; (6) economic development programs with a wider focus and better targeting that use the economic potential of the boroughs of New York City other than Manhattan; and (7) innovative use of two- and four-year colleges to support workers who do not seem to respond well to standard higher educational experiences. A 30-item bibliography

IDENTIFIERS- *Europe (South); Europeans; *Germany; Language Minorities

This paper presents salient points of a comprehensive project on the educational problems of southern European migrant workers' children in schools in Germany. These selected findings concern the origins of the migrants, the selectiveness of the migration process, and the school situation of the children of the migrants and of those migrants who return home. Section 1, an introduction, describes the historical backdrop from the labor migration and the broad basis for the primary study. Section 2 outlines study methods and describes the samples. Section 3 presents the results in the following categories: (1) origins and characteristics of migrant workers and school situation of their children in the host country; (2) mother-tongue teaching, nationality based classes, and schools in the host country; (3) educational situation after return to country of origin; and (4) special educational treatments for return migrants' children in the country of origin. Section 4 presents conclusions noting that migrant children have serious problems at school during the migratory period, that they are at a disadvantage after returning home to the country of origin, and that unless they return to their country when they are 9 years old at the latest, they have little chance of succeeding at school. Included are 11 figures and 20 references. (JB)

ED 348 432 UD 028 787

Castro, Raymond E.; Ingle, Yolanda R.
Glimpses of Innovation: Efforts To Increase Chicano/Latino Teachers in the Southwest.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 91
NOTE- 44p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Affirmative Action; Cooperative Programs; *Elementary School Teachers; *Equal Opportunities (Jobs); Higher Education; *Hispanic Americans; Institutes (Training Programs); Institutional Cooperation; *Minority Group Teachers; Program Descriptions; Schools of Education; *Secondary School Teachers; Teacher Education; Teacher Education Programs; Teacher Persistence; Teacher Recruitment
IDENTIFIERS- Chicanos; Latinos; *United States (Southwest)

This volume presents the results of an effort at the Tomas Rivera Center in Claremont (California) to determine what is being done in the southwestern United States to produce more Latino and other minority teachers, including descriptions of 31 programs currently implemented at colleges and universities. The first section describes the changes in demographics in the southwest in the population in general and in the teaching force, noting the decline in minority teachers and providing a set of conclusions derived from a review of teacher training programs serving a high proportion of Latinos. Section 2 summarizes the findings on the 31 programs in the areas of recruitment and retention with a note on cross-institutional and collaborative approaches. Section 3 presents the 31 project descriptions alphabetically according to the sponsoring organization and covering the purpose; a program description; any partnership relations; a progress report; and the name, address, and telephone number of the project director for each. Two appendixes contain a listing of program sponsors by state, Americans, the Commission devised the following priority areas each to be addressed by committees: (1) education; (2) employment; (3) physical health and mental health; (4) economic development; (5) housing; (6) aging; and (7) Latin Americans in prison. Civil rights and civil tension are also considered. This report provides the work of the commissioners, staff, and communities in each area. Ongoing staff activities include the creation of boards, committees, and task forces; community development and technical assistance; community education and public appearances; improving the image of Latin Americans in the media; affirmative action; producing newsletters; news clippings; translations; and special projects. Included are an executive order and a list of 46 Latin American focused community-based organizations and programs throughout Pennsylvania. (RLC)

ED 348 449 UD 028 818

Dolan, Lawrence J.; Haxby, Barbara
The Role of Family Support and Integrated Human Services in Achieving Success for All in the Elementary School.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 92
NOTE- 23p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Attendance; Disadvantaged Youth; Economically Disadvantaged; *Educational Improvement; Elementary Education; *Elementary Schools; *Family Programs; High Risk Students; Human Services; Integrated Activities; Parent Participation; Program Descriptions; School Restructuring; *Social Support Groups; *Urban Schools
IDENTIFIERS- *Baltimore City Public Schools MD; Success for All Program

The Success for All elementary school restructuring program attempts to ensure that all students in high poverty schools will be at or near grade level in basic skills by the end of the third grade and will maintain or better that standing through the rest of their elementary school careers. The program emphasizes prevention and early intervention, research-based interventions in curriculum and instruction at all grade levels, one-to-one tutoring, and other components, including the Family Support and Integrated Human Services (FSIHS) components. This report provides a research base and rationale for the FSIHS component, describes the structure and function of the FSIHS component, and illustrates how family support teams in five Baltimore (Maryland) elementary schools promote attendance, school-based interventions, parent involvement, and integration of services. The Family Support Teams are composed of all of the school's resource personnel, including guidance counselors, social workers, parent liaisons, administrators, facilitators or master teachers, and, in some sites, staff from city social service and health departments. Ten bar graphs are presented on the attendance and retention rates of each school since it began the use of Success for All and family support teams. Included are 16 references. (Author/RLC)

ED 348 450 UD 028 821

March, Judith K.; And Others
The Impact of an Achievement Formula on School Performance in an

ED 348 231 SE 053 126

Cohen, Don, Ed.
Two-Year College Mathematics Education for the 1990s: A Commitment to Quality.
PUB DATE- Oct 89
NOTE- 96p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Algebra; Calculus; College Mathematics; *Computer Assisted Instruction; Curriculum Development; Higher Education; *Mathematics Curriculum; *Mathematics Education; *Mathematics Instruction; Mathematics Tests; Secondary School Mathematics; Statistics; Two Year Colleges; Videotape Recordings
IDENTIFIERS- Computer Algebra; Discrete Mathematics; Fractals

The main purpose of this special issue is to suggest strategies for meeting the mathematical needs of two-year college students in the decade of the 1990s. Since the 20 contributors were free to write about topics that they considered to be appropriate to the intellectual and personal development of all students their papers represent a broad overview of what leading mathematics educators think should be occurring in mathematics education in the 1990s. The articles are separated into the following five broad categories: (1) guiding thoughts about technological innovation, curriculum standards, and concomitant implementation; (2) outlines of curriculum content specific to calculus, discrete mathematics, statistics, and fractal geometry; (3) special considerations regarding remedial coursework and the needs of the learning disabled student; (4) utilization of computer algebra systems, videotapes, and multimedia presentations in the college mathematics classroom; and (5) the content and reasonable uses of placement tests. Each author supplies diagrams and references as appropriate. (JJK)

ED 348 232 SE 053 208

Burrill, Gail; And Others
Data Analysis and Statistics across the Curriculum. Curriculum and Evaluation Standards for School Mathematics Addenda Series. Grades 9-12.
PUB DATE- 92
NOTE- 88p.; For other titles in this series, see ED 339 598, ED 339 602-604, ED 339 615-617, ED 344 776-778, and ED 344 783. For document on which this series is founded, see ED 304 336.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Design; *Data Analysis; Enrichment Activities; Evaluation Methods; Functions (Mathematics); High Schools; *Learning Activities; Mathematical Concepts; Mathematical Enrichment; Mathematics Education; *Mathematics Instruction; Problem Solving; *Secondary School Mathematics; *Statistics; Student Projects; Teaching Methods
IDENTIFIERS- BASIC Programing Language; Graphing (Mathematics); Linear Models; Linear Relationships; *NCTM Curriculum and Evaluation Standards

The 1989 document, "Curriculum and Evaluation Standards for School Mathematics" (the "Standards"), provides a vision and a framework for revising and strengthening the K-12 mathematics

Birke, Peter
Bildung und Erziehung in Spanien. Internationale Bibliographie. Deutsche, englische, franzosische Publikationen = Education in Spain. International Bibliography. Publications in German, English, French.
PUB DATE- 87
NOTE- 188p.
LANGUAGE- German; English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; Annotated Bibliographies; *Educational History; *Educational Research; Elementary Secondary Education; Foreign Countries; Higher Education; International Educational Exchange; *Teaching Methods; Vocational Education
IDENTIFIERS- *Spain

Despite the fact that Spain is a member of the European Economic Community, little is known about the educational system of the country. This bibliography attempts to rectify that situation by providing access to 489 books, research reports, and journal articles on the Spanish educational system. German, French, and English literature from the years 1960 to 1986 is included. The bibliography is divided into 18 subject categories and contains author and keyword indexes (in German and English). The individual citations consist of titles in the original language with German and English keywords. Abstracts, when given, are in German or English. Instructions are provided for the procurement of individual titles. (PPB)

ED 348 251 SO 020 353

Avery, Patricia Grant
Policy Thought among Children and Adolescents: A Review of the Literature. Monograph No. 3.
PUB DATE- 88
NOTE- 47p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Collected Works - Serials (022)
DESCRIPTORS- *Abstract Reasoning; *Adolescents; Childhood Attitudes; *Children; Cognitive Structures; Decision Making; *Developmental Stages; Literature Reviews; Logical Thinking; *Policy Formation; *Political Attitudes; Public Policy
IDENTIFIERS- Policy Research

This study focused on the development of policy thought, or abstract thinking about policy issues. Political thought may be described as concrete thinking about political phenomena. It includes one's knowledge of and attitude toward objects, people, and events in the political sphere. Policy thought entails the abstract manner in which one conceptualizes and approaches policy issues. Policy thought necessarily encompasses political thought. Political thought may be considered a necessary but insufficient basis for policy thought. The three purposes of this document are: (1) to provide a review of the research regarding the development of policy thought, including in-depth interviews with children and adolescents, the studies of specific aspects of formal operational thought, and the studies of the relationship between policy reasoning and other developmental theories; (2) to discuss the implications of the research for the development

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Citizenship Education; Constitutional History; Constitutional Law; Curriculum Development; Educational Objectives; *Educational Policy; Elementary Secondary Education; Futures (of Society); *Law Related Education; Social Studies; Student Educational Objectives; Teacher Education
IDENTIFIERS- *Bill of Rights; *United States Constitution

The recommendations put forth in this document were developed at a symposium in which policy and decision makers from education, government, publishing, legal, judicial, and philanthropic organizations gathered to address the following three questions: (1) Is the study of the Constitution and Bill of Rights critical to meeting the nation's education goals, especially in preparing young people for responsible citizenship? (2) Are the Constitution and Bill of Rights being taught effectively in elementary and secondary schools? and (3) How can it be ensured that the study of the Constitution and Bill of Rights is included as a high priority among the nation's education goals, especially in preparing young people for responsible citizenship? The recommendations in the report are organized into two main parts: (1) curriculum and instruction; and (2) policy. Part 1 includes sections on education for citizenship; standards for excellence and equity; resources; and teacher education. Part 2 has been divided into recommendations targeted primarily for (1) state and local; and (2) national levels. Each section is prefaced by an introduction containing points that provide background and a context for the subsequent recommendations. (DB)

ED 348 272 SO 022 055

Contemporary Perspectives on the Enduring Constitution: A Bicentennial Primer.
SPONS. AGENCY- Commission on the Bicentennial of the United States Constitution, Washington, DC.; Department of Education, Washington, DC.
PUB DATE- 91
NOTE- 92p.; Papers based on presentations made at the Leon Jaworski Constitutional Institute (Philadelphia, PA, June, 1988).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizenship Education; *Constitutional History; *Constitutional Law; Elementary Secondary Education; *Governmental Structure; Law Related Education; Political Science; Social Studies; *United States History
IDENTIFIERS- *United States Constitution

The 17 essays included in this book are designed to provide educators and other interested readers with contemporary perspectives on a broad range of themes and topics concerning the U.S. Constitution. The authors are a distinguished group of historians, political scientists, legal scholars, and jurists. The essays include: "The Achievement of the Constitution as Viewed by the Leading Federalists" (Thomas L. Pangle); "The Contributions of the States to American Constitutionalism" (George Dargo); "The Drafting of the Constitution" (Margaret Pace Duckett); "The Senate the Framers Created and Its Legacy Today" (Richard A. Baker); "The First Federal Congress" (Charlene N. Bickford); "The Confirmation Process and the Separation of Powers" (Hon. Patti B. Saris); "The Article III Judiciary--The Ideal and the Reality" (Hon. Kenneth F. Ripple);

teach about Venezuela and Mexico are described in this document. Each theme has objectives, a list of materials, and three types of activities--exploration, invention, and expansion. Background information on Venezuela and Mexico also is provided for teachers. (DB)

ED 348 295 SO 022 338

Allard, Michel; And Others
The Museum and the School.
PUB DATE- 92
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Research; Foreign Countries; Intermediate Grades; Learning Activities; *Learning Processes; *Learning Strategies; *Museums; *Teaching Methods
IDENTIFIERS- Quebec

This research project developed a teaching model using museums for educational purposes. The research involved educational programs for children 9 to 11 years of age at the David M. Stewart Museum, near Montreal, Quebec, which specializes in the colonial history of Canada and Quebec. The study focused on the nature of museum visits, learning strategies, the preparation phase, the follow-up phase, the duration of the activity at the museum, and the intellectual skills used by student-visitors. The research tools employed formal and informal observation, formal and informal discussions, and cognitive and affective questionnaires containing closed and open questions. The teaching model for employing museum visits involved a four-step learning process: development of questions, data gathering, analysis, and synthesis. The project outlined the activities that researchers found effective with students to prepare them for a museum visit, while at the museum, and after the museum visit. A lengthy bibliography, consisting of both French and English language titles is included. (DB)

ED 348 296 SO 022 340

LeSourd, Sandra J.
The Psychology of Perspective Consciousness.
PUB DATE- 92
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cultural Education; Elementary Secondary Education; *Empathy; *Learning Processes; *Learning Theories; Psychological Studies; *Social Science Research; *Social Studies
IDENTIFIERS- *Global Education; *Perspective Consciousness

Recent reforms in social education have emphasized the study of history and global education. Thus, educators expect students to develop historical empathy and the ability to take divergent cultural perspectives. In other words, students should be able to see the world as others see it. From a psychological perspective this capacity is known as perspective

States History; World History; *World War II
IDENTIFIERS- ERIC Digests

In 1991, the 50th anniversary of the United States' entrance into World War II was observed. This is an opportune time to reevaluate and renew the teaching of this cataclysmic event. Most people have been affected by the political, economic, and social consequences of the War. But perhaps the most important reason to rededicate ourselves to teaching about World War II is that the experience is still near enough in time to provide retrospective interest for those who lived through it and to spark intellectual curiosity among those unborn at the time. (Author)

ED 348 320 SO 022 568

Gottlieb, Stephen S.
Teaching about the Constitutional Rights of Students. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 92
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizen Participation; *Citizenship Education; Citizenship Responsibility; *Civil Liberties; Constitutional History; *Constitutional Law; Juvenile Justice; *Law Related Education; Secondary Education; *Student Rights; Teaching Methods; United States History
IDENTIFIERS- *Bill of Rights; ERIC Digests; *United States Constitution

This ERIC digest presents a rationale for teaching students about their rights and responsibilities as citizens under the U.S. Constitution. Social studies teachers have a special role in shaping the lives of young citizens and influencing whether students become politically involved adults. Specific constitutional rights such as the right of a criminal suspect to legal representation and the bar on the imposition of cruel and unusual punishment are raised as important subjects for students to understand. Methods of teaching about these rights are suggested. Student rights and responsibilities under the U.S. Constitution also are discussed. (DB)

ED 348 321 SO 022 644

Crabtree, Charlotte, Ed.; And Others
Lessons from History: Essential Understandings and Historical Perspectives Students Should Acquire.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 92
NOTE- 331p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Curriculum Development; Educational Objectives; Historiography; *History Instruction; Secondary Education; *Social Studies; *Student Educational Objectives; Teaching Methods; *United States History; *World History

This volume seeks to answer the question "What history should approaches to teaching civic identity and civic writing. It describes how a New Jersey school district introduced civic writing activities directly linked to local history and community issues, combining public and individual experiences with high school student commitment. The planning team agreed that the English, social studies, and science departments would work cooperatively to assess student research writing. They considered: topics that would address ways to build a sense of community within the student body; ways to develop participatory and responsible civic behavior; and methods of teaching skills, values, and attitudes to prepare students for the future. The multidisciplinary themes they chose were environmental issues, local history, and multicultural studies and global issues. Besides completing question-driven research projects, students were encouraged to participate in local community service projects. The article offers nine recommendations to help transform the current research process that relies on thesis writing into a viable question-driven design. It suggests that combining academic discourse with community service provides the social and political glue to enhance students' personal development with civic responsibility. (SM)

ED 348 341   SP 033 932

Minority Teachers in the Commonwealth of Kentucky. A Report to the 1992 Kentucky General Assembly from the Education Professional Standards Board.
PUB DATE- Jan 92
NOTE- 38p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Black Teachers; Educational Trends; Elementary Secondary Education; Higher Education; *Minority Group Teachers; Preservice Teacher Education; State Surveys; Student Recruitment; Teacher Certification; *Teacher Recruitment; *Teacher Shortage
IDENTIFIERS- *Kentucky

This report presents minority population and minority teacher and student data for Kentucky. The data reveal that while Kentucky has a minority population of approximately 8 percent, in 1990-1991 more than one-half of the school districts in the state had 1 percent or less nonwhite professional staff. The report includes five recommendations to increase the pool of minority teachers in the state: employ a coordinator and support staff for state teacher recruitment and minority coordination; offer alternative certification programs to attract individuals from other career areas into the teaching profession; identify and support minority students with college potential; review teacher certification test data for impact on minority groups; and provide funds to local school districts for scholarships for minorities. Projected cost of funding each of these recommendations is included. Statistical data are presented on application, admission, and reason for admission denials (by ethnic group) to Kentucky teacher education programs. (IAH)

ED 348 342   SP 033 937

Gunstone, Richard F.; Northfield, Jeff
Conceptual Change in Teacher Education: The Centrality of Metacognition.
PUB DATE- Apr 92

alternatives, to aid them to do the intellectual work involved in such interaction, and to manage the ambiguities and risks that the course presented. A concluding commentary suggests that teacher education courses involve not only encounters between old and new ideas and between students and instructors, but also between different communities of knowledge, commitment, and practice, one based in schools and the other in the university. To make the connections good, the instructor had to learn how to manage a corresponding set of pedagogical balancing acts that took into account students' conceptions of teaching and learning to teach. (LL)

ED 348 360 SP 033 999

Kemp, Leroy; Hall, Anita H.
Impact of Effective Teaching Research on Student Achievement and Teacher Performance: Equity and Access Implications for Quality Education.
PUB DATE- 92
NOTE- 17p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; *Access to Education; *Cultural Differences; Educational Assessment; Educational Needs; Educational Quality; *Effective Schools Research; Elementary Secondary Education; *Equal Education; Excellence in Education; Literature Reviews; *Minority Groups; Outcomes of Education; School Effectiveness; Teacher Effectiveness

This paper examines effective teaching research and its influence on school practices, student achievement, the teaching process, teacher education, and those conditions of teaching which enhance equity and access to a quality education for all students, specifically those who are culturally diverse. This document presents a brief historical perspective with a summary of major conclusions from effective teaching research: the impact of effective research on student achievement; a critique of effective teaching; and implications of effective teaching research for achieving equity and access to quality education. Findings from the research indicate that student achievement is linked to teacher competence, lesson presentation, review, skill practice, teacher questioning techniques, discipline, and effective patterns of instruction; that schools need to focus on the worth and dignity of each individual and strive for unity of all peoples; that knowledge must be seen as the basis of dignity for all persons; that respect for each other's opinions must be taught; and that teachers must believe in the ability of all students to learn if appropriately, patiently, and respectfully taught. (LL)

ED 348 361 SP 034 002

Cousins, J. B.; And Others
Teacher-Teacher Interaction and Knowledge Use.
SPONS. AGENCY- Ontario Dept. of Education, Toronto.
PUB DATE- 92
NOTE- 90p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Case Studies; Communication (Thought Transfer); Elementary Education; Elementary School Teachers; *Faculty Development; Foreign Countries; *Interaction Process Analysis; Participative Decision Making; Public Schools; Self Efficacy;

Examinees.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee.; University of South Florida, Tampa. Inst. for Instructional Research and Practice.
PUB DATE- Apr 92
NOTE- 45p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Tests; Comparative Analysis; Difficulty Level; *Estimation (Mathematics); *Item Analysis; Mathematical Models; Monte Carlo Methods; Psychometrics; *Sample Size; *Statistical Bias; Test Construction; *Test Items
IDENTIFIERS- Alpha Coefficient; Item Discrimination (Tests); Point Biserial Correlation

A Monte Carlo study was conducted to estimate the small sample standard errors and statistical bias of psychometric statistics commonly used in the analysis of achievement tests. The statistics examined in this research were: (1) the index of item difficulty; (2) the index of item discrimination; (3) the corrected item-total point-biserial correlation coefficient; and (4) coefficient alpha. Sample sizes of 5, 10, 20, 40, 80, and 160 were evaluated. One thousand samples of each size were drawn with replacement from each of 10 archival data files from teacher subject area tests. These files represent pseudo-populations whose parameters are directly calculable and from which the sampling bias and errors of statistics are empirically estimable. The behavior of each statistic was evaluated by computing the standard error of the statistic for each sample size and each pseudo-population, and by computing the statistical bias of the statistic for each sample size and each pseudo-population. Results are interpreted in terms of their applications to test development. Nine tables present study data, and nine figures illustrate the discussion. There is a 13-item list of references. (Author/SLD)

ED 348 379 TM 018 745

Johnsen, Susan K.; Corn, Anne L.
SAGES-P: A New Instrument in the Identification of Young Gifted Children.
PUB DATE- 92
NOTE- 30p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academically Gifted; *Age Differences; Diagnostic Tests; Educational Assessment; National Norms; Primary Education; Scores; *Screening Tests; Student Evaluation; *Talent Identification; *Test Construction; Thinking Skills; *Young Children
IDENTIFIERS- Placement Tests; *SAGES P (Johnsen and Corn)

The Screening Assessment for Gifted Elementary Students-Primary Version (SAGES-P) developed by S. K. Johnsen and A. L. Corn (1992) is a reliable and valid instrument for the identification of young gifted children. The SAGES-P addresses the U.S. Department of Education's guidelines for the identification of young gifted children. The items were developed with gifted children. Normative data are provided by chronological age (5.0 years to 8.11 years) for both normal and gifted children. Its two subtests, Reasoning and General

PUB DATE- Apr 92
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; *College School Cooperation; *Curriculum Evaluation; Evaluation Methods; Foreign Countries; Formative Evaluation; Higher Education; *Models; Participative Decision Making; Professors; School Districts; Secondary Education; Secondary School Teachers; Self Evaluation (Groups); Student Teachers; Teacher Role; *Teamwork
IDENTIFIERS- England; *Participative Evaluation; *Partnerships in Education

This paper describes an ongoing program of collaborative school evaluation that involves student teachers, teachers, local authority representatives, and university teachers/researchers working in partnership in schools across a region in southwest England. Focus is on showing ways in which collaborative school evaluation, based on an action research model, can be seen as a strategy for policy articulation, policy change, curriculum development, and the generation of change in schools. The evaluation model was based on reflection by teachers and student teachers and critical inquiry at the institutional and classroom levels. The evaluation involved groups of up to 12 student teachers working with university tutors and teachers in schools. This paper is based on eight evaluations completed during 1990-91 involving two colleges of further education, five coeducational comprehensive schools (community colleges), and one coeducational secondary modern school. All of the evaluations related to students aged 14 through 18 years old. Focus was on the teachers' participation in the collaborative evaluation process and changes in their perceptions about the nature of school evaluation, classroom practice, and whole school issues. The program helped generate a climate of change in which curriculum development and participation in policy implementation became a reality. Twenty-two references are included. (RLC)

ED 348 398 TM 018 878

Assessing Student Achievement in the States. The First Report of the National Academy of Education Panel on the Evaluation of the NAEP Trial State Assessment: 1990 Trial State Assessment.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 92
NOTE- 128p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Advisory Committees; *Educational Assessment; Educational Policy; Elementary Secondary Education; Federal Government; Government Role; Grade 8; *Guidelines; Mathematics Achievement; *National Programs; Policy Formation; Program Validation; State Programs; *State Surveys; *Student Evaluation
IDENTIFIERS- *Trial State Assessment (NAEP)

This report presents findings of the National Academy of Education Panel on the Evaluation of the Trial State Assessment (TSA) concerning the 1990 National Assessment of Educational is appended. (FMW)

ED 348 415 UD 027 253

Black Students in New York State. Crisis and Opportunity. Report of the Education Subcommittee. Volume 7, Education.
PUB DATE- Mar 89
NOTE- 150p.; For related documents, see UD 027 246-252.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Black Education; Change Strategies; *Educational Change; Educational Improvement; Elementary Secondary Education; *Equal Education; Higher Education; Program Descriptions; School Demography; *State Aid; State Surveys; *Statewide Planning; Urban Schools
IDENTIFIERS- *New York

This document comprises a selected overview of important issues concerning black education in New York State, and recommends specific strategies for improvement. Chapter 1, "Black Student Enrollment, Distribution, and Performance in New York State: Presenting the Data," and chapter 2, "Dropouts in New York: Problems and Prevention Programs," report evidence of elementary and secondary education which is failing to produce satisfactory performance results for the majority of black students, especially those in the "Big Five" cities of New York, Buffalo, Rochester, Syracuse, and Yonkers. Chapter 3, "Early Childhood Education: First Steps toward School Completion," and chapter 4, "Technology in the Schools: Serving All Students," discuss program approaches that have been effective in reaching and teaching black students how to make steady academic and social progress from elementary school through high school graduation. Chapter 5, "Education Reforms and the Effective Performance of Black Students: A Necessary Connection," describes the need to connect the policies and mandated activities of the "Regents Action Plan To Improve Elementary and Secondary Education Results in New York" (1984) to strategies that will improve the academic performance of black children. Chapter 6, "State Aid to Substantially Black School Districts," analyzes the flow of State financial aid and recommends more precise targeting of funds. Chapter 7, "The Status of Blacks in Higher Education in New York State," reviews the "1986 Progress Report on the Regents Statewide Plan for the Development of Postsecondary Education in New York State: 1984," and offers recommendations for making the "Plan" more effective in providing equal educational access and opportunity for blacks. A list of 117 references is appended. (FMW)

ED 348 416 UD 027 406

Hepler, Nancy; And Others
Effective Compensatory Education Programs for Extremely Disadvantaged Children.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Compensatory Education Programs.
PUB DATE- Nov 87
NOTE- 102p.; A Technical Investigation conducted by the Chapter 1 Technical Assistance Centers.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Case Studies; Compensatory

and programs charted by project areas of student support. (24 references) (JB)

ED 348 433 UD 028 789

Meeting the Challenge of High-Risk Asian Youth in the 90s: Conference Summary.
PUB DATE- 90
NOTE- 36p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Agency Cooperation; *Asian Americans; Conferences; *Disadvantaged Youth; *Educationally Disadvantaged; Elementary School Students; Elementary Secondary Education; English (Second Language); *Minority Group Children; Prevention; Program Development; Secondary School Students; Special Needs Students; *Substance Abuse; *Urban Youth
IDENTIFIERS- Asian Youth Substance Abuse Project CA; *California (San Francisco); Language Minorities

This paper summarizes the March 1990 conference of the Asian Youth Substance Abuse Project (AYSAP). The conference's goals were to increase the knowledge and awareness of the San Francisco (California) community regarding substance abuse problems among Asian Americans, establish a network of providers committed to interagency coordination of services to high-risk Asian American youth, and establish an Asian Youth Planning Group to begin planning systemic and coordinated strategies to address the growing needs of high-risk Asian American youth in San Francisco. Excerpts from presentations by two keynote speakers (C. Williams and K. Choy) and the luncheon speaker (J. Mirikitani) are provided. General sessions on current knowledge on Asian Americans and substance abuse, and the background and overview of the AYSAP and current data and trends are summarized. Summaries of the following five workshops are provided: (1) "Neighborhoods in Action"; (2) "Overcoming Cultural and Language Barriers in Service Delivery"; (3) "Impacting Local Policies Affecting Asians"; (4) "Innovative Asian Substance Abuse Models"; and (5) "Involving Families in Prevention and Intervention." An overview of the roundtable of the city department heads on meeting the challenge of high-risk Asian American youth is included, along with a list of the conference attendees. (RLC)

ED 348 434 UD 028 790

Davis, William E.; McCaul, Edward J.
The Emerging Crisis: Current and Projected Status of Children in the United States.
SPONS. AGENCY- Maine State Dept. of Education, Augusta.
PUB DATE- 91
NOTE- 214p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Children; *Disadvantaged Youth; Economically Disadvantaged; *Educationally Disadvantaged; Elementary Secondary Education; English (Second Language); *Futures (of Society); *High Risk Students; Low Income Groups; Minority Group Children; *Population Trends; Potential Dropouts; Poverty; Public Schools; Social Indicators; Social Problems

This paper synthesizes data from recent reports about the well-

Urban Setting.
PUB DATE- Apr 92
NOTE- 56p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *College School Cooperation; Data Collection; Educational Environment; Elementary School Teachers; Elementary Secondary Education; Instructional Leadership; Principals; *Program Effectiveness; Program Evaluation; School Districts; Secondary School Teachers; *Staff Development; Student Attitudes; *Student Evaluation; *Urban Schools
IDENTIFIERS- *Kent State University OH; TRIVET Program

Since 1988, the Achievement Formula/TRIVET project has enabled researchers at Kent (Ohio) State University to collaborate with a large urban school district to assess, predict, monitor, and improve student achievement. The achievement portion of the project involves collecting and analyzing data on student performance and various contextual factors that may impact student and teacher behaviors (e.g., student attendance and attitude, building climate, and instructional leadership by the building principal). From these data, building and classroom profiles are developed to help the district identify targets for intervention. The TRIVET portion of the project is a staff development program for teachers and building administrators to collaboratively improve classroom instruction. Through workshops and follow-up classroom observations, participants analyze how teaching behaviors affect students. To date, the project has involved 16 buildings, almost 6,000 students, and 220 staff members. The most promising results among target populations are gains in student achievement, attitude, and attendance; improved perceptions among students and staff about building climate; greater confidence among teachers in the instructional leadership of the building principal; and dramatic improvements in teachers' willingness to change classroom practices and work collaboratively with fellow staff members to improve students' achievement and attitudes. Included are 46 references and 8 tables. (Author/RLC)

ED 348 451 UD 028 822

Levitt, Mary J.; And Others
Stressful Life Events, Social Support, and Achievement: A Study of Three Grade Levels in a Multicultural Environment.
PUB DATE- Apr 92
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Adolescents; Age Differences; Black Students; Children; Coping; Elementary Education; *Elementary School Students; *Junior High School Students; Latin Americans; Racial Differences; *Social Support Groups; *Stress Variables; *Urban Schools; White Students

This study assessed the extent to which support exerts direct or indirect effects on child and adolescent achievement (grade point average and Statistical Aptitude Test scores). Personal

curriculum in North American schools and for evaluating both the mathematics curriculum and students' progress. When completed, it is expected that the Addenda Series will consist of 22 supporting books designed to interpret and illustrate how the vision could be translated into classroom practices. Targeted at mathematics instruction in grades K-6, 5-8, and 9-12, the themes of problem solving, reasoning, communication, and connections are woven throughout the materials, as is the view of assessment as a means of guiding instruction. This book links the content proposed in the "Standards" with current programs by integrating data analysis and statistics with algebra, functions, and geometry. Sixteen activities, as well as exercises, problems, and explorations in a special "Try This" feature, are dispersed throughout the books' eight chapters. The chapters present: (1) why and what kind of statistics are included in the curriculum; (2) an introduction to understanding and representing data; (3) ways of making sense of data; (4) connections between statistics and functions by observing linear relations in graphed data; (5) explorations of nonlinear data; (6) utilization of the chi square statistic to test hypotheses; (7) ideas for both short and extended student projects; and (8) methods of assessing statistical understanding. An appendix provides solutions for and comments on the 16 activities. An annotated bibliography for statistics books, software, and videos includes 21 citations. (MDH)

of children's policy thought; and (3) to offer suggestions for future research in the area of policy thought. The conclusions suggest that the development of policy thinking is related to age, that political interest seems to affect the level of policy reasoning, and that the development of policy thought appears to be related to other developmental models. A 57-item bibliography of references and three tables that compare various aspects of studies reviewed are included. (JB)

ED 348 252 SO 020 379

LRE Project Exchange. Volume 6, Number 1, Spring 1986.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Law-Related Education.; Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 86
NOTE- 18p.; For related documents, see ED 335 155 and ED 344 787-797.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Collected Works - Serials (022)
DESCRIPTORS- *Citizenship Education; Civil Liberties; Conflict Resolution; Contracts; Court Judges; Curriculum Enrichment; Due Process; Elementary Secondary Education; *Law Related Education; Lawyers; Lesson Plans; Role Playing; *Search and Seizure; Social Studies; *Student Rights; Teaching Methods
IDENTIFIERS- Fourth Amendment; Mediation

Lawyers who volunteer to teach youngsters about law and the legal process will find this special issue of "LRE Project Exchange," which contains lesson plans and suggestions from teachers and other lawyers, useful. "Sure-Fire Presentations" (A. Gallagher) offers practical suggestions for making classroom presentations more effective. "The Case of the Professional Tap Dancer" (A. Gallagher) is a lesson plan for use with early elementary students that examines rights in conflict and conflict resolution. "Teaching about Contracts" (L. E. Shefsky) uses role-playing to introduce children in grades K-4 to some of the main concepts involved in contract law. "People Who Make Courts Work" (D. Greenawald) is a lesson plan designed to teach students in grades K-3 about due process. "Mediation and the Adversary Process" (M. Smith) can be used with students in grades 5-12. This lesson plan focuses on conflict resolution by contrasting mediation with the adversarial process. "Teaching about Search and Seizure" presents strategies for introducing students in grades 9-12 to the Fourth Amendment by applying Fourth Amendment protections to school situations. "How Judges Decide" (S. S. Abrahamson) is a presentation intended for middle and secondary students that explains the Wisconsin judicial system using audience participation. It could be adapted for use in any state. "Twelve Hints for Lawyers" (L. A. Williamson, Jr.) offers 12 suggestions for lawyers preparing to address public school students. (JB)

"Focal Themes and Issues for Teaching about the Federal Judiciary" (Kent Newmyer); "The Work of the Supreme Court and Sources of Information about It" (Jeffrey Morris); "The Institution of the Presidency under Article II" (Thomas E. Cronin); "The Constitution and the Conduct of Foreign Affairs" (David. G. Adler); "Does the Constitution Matter to the Presidency Today?" (Nancy Kassop); "Ratifying the Constitution: The State Context" (John P. Kaminski); "The Debate over Ratification in Virginia" (Richard R. Beerman); "The Debate over Ratification in New York" (Stephen L. Schechter); "The Constitution: A Political Document with an Ambitious Legacy" (James A. Henretta); and "Women and the Constitution: The Equal Rights Amendment" (Winifred Wandersee). (DB)

ED 348 273   SO 022 069

Gore, Deborah, Ed.
Winnowing the Field: Candidates, Caucuses, and Presidential Elections.
PUB DATE- Nov 91
NOTE- 33p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Citizenship Education; Elementary Education; *Political Campaigns; Political Candidates; Political Parties; *Politics; *Presidential Campaigns (United States); Presidents of the United States; *Social Studies; *State History; *United States History; Voting
IDENTIFIERS- *Iowa

This issue features articles and activities that concern the history of the presidential election process in the United States, with a special focus on Iowa's role in that process. The following features are included: "Lights, Camera, Action!"; "Presidential Whoopla"; "From Tree Stumps to Living Rooms"; "Wild Rosie's Campaign Code"; "Are You Too Wise for This?" (rebus game); "Steps to the White House"; "Political Funnies"; "Eyeball Benders" (photos of campaign items game); "Iowa's Seven Hopefuls"; "A Woman for President!"; "Wild Rosie's Map"; "Voting Dart Board"; and "'Goldfinch' Debate." (DB)

consciousness. This paper seeks to develop a theoretical framework for understanding perspective consciousness, so that social educators can make more informed curricular choices. The research in several areas is summarized, and how these studies can help one understand perspective consciousness is discussed. The research into the specific reasoning necessary for understanding the social world is inadequate, and the challenge to incorporate all the ideas with a single design for intense study of perspective consciousness, as defined in social education, remains to be addressed. (DB)

schools teach?" It makes a case for why the teaching of history is vital, and features an interpretation of both U.S. and world history. The chapter on U.S. history is organized into 14 units that correspond to major historical eras: (1) Three Worlds Meet (1450-1600); (2) The Colonial Era (1600-1754); (3) The Revolutionary Era (1754-1783); (4) Nation Building (1783-1815); (5) The Expanding Nation: The North (1815-1850); (6) The Expanding Nation: The Westward Movement (1815-1850); (7) The Civil War and Reconstruction (1850-1877); (8) The Second Industrial Revolution (1865-1900); (9) The Progressive Era (1900-1914); (10) The Emergence of the United States as a World Power and World War I (1890-1920); (11) The 1920s: A Decade of Prosperity and Problems; (12) The Depression and the New Deal (1929-1941); (13) World War II and the Cold War (1939-1961); and (14) The Recent United States (1961-Present). The materials in each unit are presented under three major topic headings. The first, Significance and Teaching Goals, argues the importance of the subject at hand and some of the most worthwhile goals to be sought in teaching it. The second heading, Major Topics, briefly outlines those topics and subtopics around which the larger subject may be effectively organized. Finally, under the third heading, Major Topics and Their Development: Essential Understandings and Related Teacher Background, there appears a detailed and interpretive narrative, which is meant to serve as background to help teachers in framing their own interpretation and presentation. The units on world history are organized into the same format. They are: (1) The Beginnings of Civilization; (2) The Classical Civilizations of the Mediterranean World, India, and China (ca. 1000 B.C.-600 A.D.); (3) The Expansion of Agrarian Civilizations (ca. 600-1450 A.D.); (4) The Early Modern World (1450-1800 A.D.); (5) The World in the 19th Century; and (6) The World in the Contemporary Era. (DB)

NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; Collegiality; Educational Change; Foreign Countries; Higher Education; High Schools; Inservice Teacher Education; *Metacognition; *Preservice Teacher Education; *Student Teacher Attitudes; Student Teachers; *Teacher Background; *Teacher Education Curriculum; Teacher Student Relationship
IDENTIFIERS- *Conceptual Change; *Monash University (Australia); Reflective Thinking

The paper examines conceptual change in teacher education at Monash University (Australia) discussing approaches to promotion of conceptual change and conceptions of metacognition. At Monash University the student teacher is considered a learner who actively constructs views of teaching and learning based on personal experiences and who is shaped by previously constructed conceptions, perceptions, attributes, and skills. The discussion focuses on preservice teacher education, taking information from a 1-year, postdegree program for prospective secondary teachers. Examples are taken from a 10-month inservice program. The preservice program includes two foundation subjects, two methods subjects, and various technical service courses. Teaching practice is in three blocks with another week of visits to practice schools. An explicit constructivist perspective runs through the experiences. The three areas in which conceptual change is significant for student teachers are: beliefs about teaching and learning and roles appropriate for teachers and learners; beliefs about the discipline content and skills students will teach; and student teachers' beliefs about themselves. Examples of approaches in the first two of the three areas are provided and the consequences of the approaches are discussed. Seven principles fundamental to the promotion of conceptual change are contrasted with seven general issues which provide direction for actual preservice classroom practice. (SM)

Self Motivation; *Student Reaction; *Teacher Effectiveness; Teaching Conditions
IDENTIFIERS- *Collaborative Teaching; Knowledge Utilization; Ontario

This project, a multiple case study, was conducted to learn more about the conditions under which teacher collaboration might be expected to occur; to improve understanding of variation in the form of collaboration among teachers; and to understand more about the consequences of such activity on teachers and students. Data were collected from 95 interviews in 4 elementary schools. One of these schools was subsequently dropped for failing to meet selection criteria. The findings, based on 72 interviews in the remaining 3 schools, suggest that consequences of teachers' collaborative efforts are substantial. Extrinsic rewards such as instrumental use of knowledge and support for teacher decision making tended to be limited to information exchange, joint planning, and participatory interactions. Intrinsic rewards were also derived from such encounters but were more strongly associated with deeper levels of joint work. Salient intrinsic rewards included more efficient communication and development of shared meaning, improved teacher efficacy, a sense of belonging, and enhanced understanding of students. Organizational conditions, including principal coordination and support, and collaborative norms in the schools, supported the sorts of teacher-teacher interaction observed. Appendices include a teacher-teacher interaction profile, interview guides, case description assessment form, cover letters, and notes for data analysis. (LL)

Information, correlate strongly with other instruments used in identifying gifted children and provide subtest scores in areas generally accepted as integral components of curricula for gifted children. The SAGES-P was standardized with 1,034 gifted children in 19 states and 2,581 normal children in 19 states. One figure illustrates the SAGES-P schema. Six tables present study data. Data for a report presented at the Sixth Annual Texas Testing Conference are included, and there is a 21-item list of references. (Author/SLD)

ED 348 380 TM 018 747

Resnick, Lauren B.; Resnick, Daniel
Report on New Standards Tasks and Protocols for Piloting. Project 2.1: Alternative Approaches to Assessment in Mathematics and Science. Alternative Approaches to Assessment in Mathematical Problem Solving.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 92
NOTE- 25p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Standards; *Educational Assessment; Elementary Secondary Education; *Pilot Projects; Questionnaires; *Research Design; Research Methodology; Scoring; *Student Evaluation
IDENTIFIERS- *New Standards Project (LRDC); Partnerships in Education; *Standard Setting; Task Characteristics

The New Standards Project is a partnership of 17 states and 6 major school districts that have joined to develop alternative approaches to setting educational standards and assessing student achievement. In the New Standards Project plan, formal standard setting occurs through a process of public examination of student work products on pilot assessment tasks. This progress report describes the work on task development during the first project year, and outlines plans for pilot studies and grading exercises that will occur in the spring and summer of 1992. At that time, New Standards Project will conduct a pilot of fourth-grade performance assessments in mathematics and English/language arts. A total of 460 teachers in 23 states and over 10,000 students are expected to participate. The design of the pilot is described, and research questions are discussed. Task production for this pilot began at a workshop in 1991 where approximately 450 participants focused on developing authentic tasks. Editing and revising has occurred, with several levels of review. The development of scoring rubrics is the next step, scheduled for April and May 1992. Appendix 1 contains the 11-item teacher questionnaire for the pre-pilot assessment. Appendix 2 lists the steps in task revision as an iterative process. (SLD)

Progress (NAEP) mathematics TSA program. The Panel's recommendations regarding the continuation of TSAs for review by the Congress, states, and Executive Branch of the Federal Government include: Congress should approve the continuation of state NAEPs; Congress should authorize additional TSAs; the prohibition against reporting NAEP data below the state level should continue; NAEP content frameworks should evolve toward increased testing of higher order thinking skills; continuity throughout the NAEP multiphase process should be assured; the random monitoring of schools' administration of the 1990 mathematics assessment should continue; future authorizations for state NAEPs should include adequate resources to sample private school students to increase the comparability of results from one state to another; beginning with the 1994 assessment, a national sample of out-of-school 17-year-olds should be assessed; the NCES should continue to provide the media with specific examples of interpretations of the results and construct new tables and graphs to effectively display the data. Seven tables, 6 figures, 37 references, and an appendix with synopses of studies for the 1990 evaluation of the NAEP TSA are included. (RLC)

Education; *Educationally Disadvantaged; Elementary Secondary Education; *High Risk Students; National Surveys; *Program Effectiveness; Program Evaluation; *Remedial Programs; Special Needs Students
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1

This analysis of achievement and descriptive data from 20 compensatory education projects funded under Chapter 1 of the Education Consolidation and Improvement Act serving highly educationally disadvantaged students indicates that these projects are serving high-need students effectively. A wide variety of kinds of school systems delivered effective services using a variety of philosophies and approaches. The projects investigated had the following characteristics: (1) they were in high poverty areas, either districtwide or in pockets; (2) urban, suburban, and rural areas nationwide were represented; (3) they demonstrated achievement gains for at least 2 years; and (4) they were recognized as successful through the Secretary of Education's National Recognition Program or through state recommendation. The following effective practices were noted: (1) a conviction that every child can learn; (2) an urgent need to see quick results; (3) acceptance of the responsibility for delivering quality instruction to students with special needs; (4) willingness to work hard; (5) use of a variety of materials; and (6) great degrees of teacher sensitivity and persistence. Statistical data are included on six tables. A list of 13 references and case studies of the 20 programs are appended. (FMW) being of U.S. children and youth, policies and proposals for enhancing at-risk children's quality of life, critical questions about the impact of these policies and proposals on all children and their families, trade-offs needed if proposed policies to assist disadvantaged children and families are implemented, the projected impact of education reform proposals on educationally disadvantaged populations, and recommendations for policymakers, educators, advocates, and researchers. The following sections are provided: (1) introduction; (2) current status of children in America; (3) the population of educationally disadvantaged youth; (4) educational indicators (the dropout problem); (5) major indicators of educational disadvantage (poverty, race/ethnicity, living in single-parent families, educational level of mother, non-English- or limited-English proficiency, or special education); (6) trends in indicators of physical health of children (mortality trends, lack of prenatal care, health insurance coverage, accidental injuries, violent injuries and deaths, and child abuse); (7) trends in indicators of children's mental health (drug and alcohol use, juvenile crime, fertility-related behavior, and emotional well-being of children and adolescents); (8) homeless children and lack of affordable housing (effects on schooling, the National Law Center on Homelessness and Poverty Report, and improving access to schooling); (9) child labor violations; (10) synthesis of major findings; (11) perspectives and recommendations (awareness of the problem, need to confront myths and negative attitudes involving the disadvantaged, specific policies and actions, early intervention, preparing for the 21st century and changing conceptions of schooling, and parental involvement); and (12) concluding perspectives. Included are 10 figures and 162 references. (RLC)

interviews were conducted with 120 African American, 101 Anglo-European American, and 112 Latin American students (151 males and 182 females) in grades 1-2, grades 4-5, and grades 8-9 from a multiethnic public school population. Interviews included measures of social support, life stress, loneliness, and self-concept. Forty-nine students were reinterviewed after 1 to 2 weeks to establish the social support measures' test-retest reliability. Support was related to achievement directly and indirectly in relation to loneliness and self-concept, but specific effects varied by age and ethnicity. Support effects were stronger with age and stress effects declined with age, suggesting increased ability to use support resources in coping with stress. Some ethnic group variation may be related to the significance of differential sources of support. Further research is needed to validate these results and explore proximal determinants of ethnic group differences. Included are 19 references, 5 tables, and 1 figure. (RLC)

ED 348 452 UD 028 823

Stevens, Dannelle D.; Palincsar, Annemarie Sullivan
Urban Teachers' Beliefs and Knowledge about Literacy Teaching and Learning: An Examination from Mechanistic and Contextualistic Perspectives.
PUB DATE- Apr 92
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992). Paper is marginally legible due to small dark print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Teachers; Context Effect; *Educational Attitudes; Elementary Education; *Elementary School Teachers; Knowledge Level; Learning Theories; *Literacy Education; *Low Income Groups; Public School Teachers; Social Influences; Student Role; *Teacher Attitudes; Teacher Role; Teaching Methods; *Urban Schools
IDENTIFIERS- *Contextualism

This study describes what some urban teachers at one school believe and know about literacy teaching and learning, and relates what they believe and know to two contrasting viewpoints about the way students become literate (mechanism and contextualism). Quantitative and qualitative measures were used to create summaries of teacher beliefs and knowledge and construct a composite school-level picture of literacy teaching and learning across the following four dimensions: (1) context; (2) teacher instructional role; (3) student learner role; and (4) context. Seventeen full-time teachers (77 percent African Americans) from 1 medium-sized urban elementary school in a large midwestern city participated. The study's 3 phases included group administration of 2 written measures to the 17 teachers, a 1-hour individual interview with 13 teachers, and observation of and in-depth interviews with 2 focus teachers who represented the mechanistic or contextual perspective, respectively. Across the four dimensions, most of the teachers embrace a more mechanistic perspective on teaching and learning. However, they embrace several aspects of both the contextualist and mechanist perspectives. The context of a poverty-stricken urban neighborhood seems to have an overwhelming influence on what the teachers do in the classroom. Included are 42 references, 4 tables, and 3 figures outlining the 4 dimensions. (RLC)

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